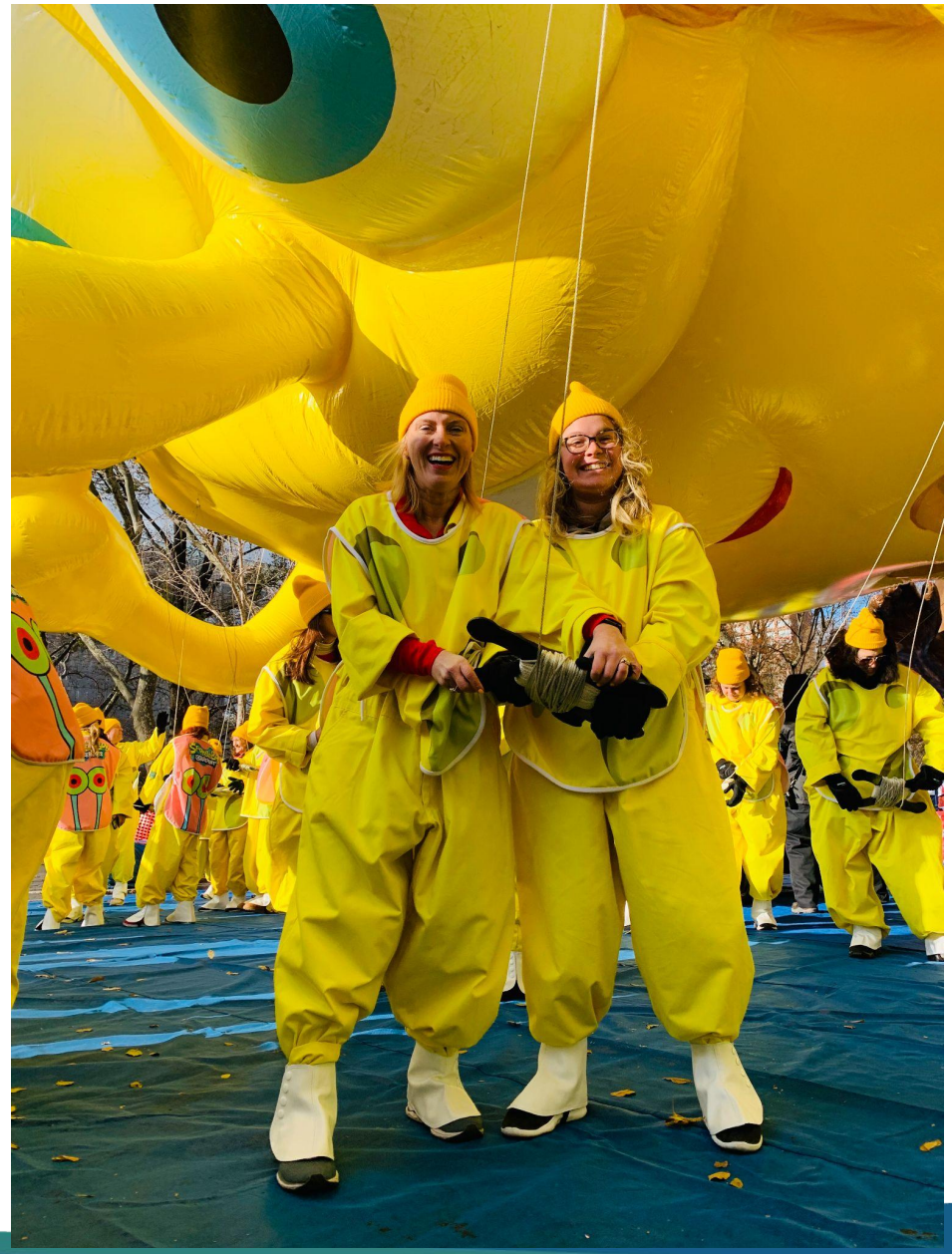
Leading with Love

How administrators can foster personalized competency based learning

Utah State Board of Education



Rachel Colledge, M.Ed
Educational Leadership Specialist

New position:

Fine Arts Coordinator, Utah State Board of Education

2019 SpongBob SquarePants Balloon Handler in the Macy's Thanksgiving Day Parade

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What I really love about being an educator!

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What does it mean to be an effective leader?

Dr. Katie Martin, Chief Impact Officer at Learner-Centered Collaborative recently asked a group of leaders,

what it means to be an effective leader?

Martin, K. (2022, June 16). Learner-Centered Collaborative: Bright Spots: Your weekly source of learner-centered inspiration.

This highlights for me the misconceptions that too often exist about leadership. As the learner-centered leaders shared this week, **leadership is not having all the answers, it's about shared vision, the willingness to listen to those you serve, and working with your community towards shared aspirations**. –Katie Martin

Martin, K. (2022, June 16). Learner-Centered Collaborative: Bright Spots: Your weekly source of learner-centered inspiration.

Meeting John Oates at SLCC

Leading with Love: Bill Strickland and I at SLCC

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VISION: STUDENTS LEARN

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When you learned something really well, what were the conditions in which you were learning?

Lessons Learned

Be honest with students as you give feedback.

Each individual is an asset.

Look at who our learners are:

- What do we want them to know and do?
- What type of people do we want our learners to be in this world?
- How do we bring their strengths, interests and uniqueness into the classroom?

Mastery • Autonomy • Purpose

Utah Talent

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.

KEY

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

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

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

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Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Wellness

Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.

Civic, Financial & Economic Literacy

Understand various governmental and economic systems, and develop practical financial skills.

Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Communication
Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.

Critical Thinking & Problem Solving
Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

Creativity & Innovation
Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.

Collaboration & Teamwork
Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

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OUR VISION

Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

Honesty, Integrity, & Responsibility
Are trustworthy, ethical, reliable, and are accountable for the results they produce.

Hard Work & Resilience
Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

Lifelong Learning & Personal Growth
Continue to seek knowledge and develop skills in all settings.

Service
Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

Respect
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

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Now that we are teaching to the child, what do you think needs to change?

Through PCBL,

- **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.
- **Assessment** is a **meaningful, positive,** and **empowering learning experience** for students that yields timely, relevant, and actionable evidence.
- **Students receive timely, differentiated support** based on their individual learning needs.
- **Students progress based on evidence** of mastery, not seat time.
- **Students learn actively** using different pathways and varied pacing.
- **Strategies to ensure equity for all students are embedded** in the culture, structure, and pedagogy of schools and education systems.
- **Rigorous, common expectations for learning** (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

De-Myth-Defying PCBL

Utah State Board of Education | Teaching and Learning

In an effort to clarify what personalized, competency based learning is and what it is not, the myths and realities in the table below are intended to address the most common misconceptions.

MYTH: PCBL...	EDUCATORS USING PCBL...
...replaces the teacher with technology.	...leverage technology in a variety of ways to supplement student learning through increased student engagement, customized support, etc.
...is a seismic shift to education and we are not ready yet.	...continue with greater intention many of the high-leverage practices they are currently using. They are engaged in evolving their current practice, not revolutionizing it, through a growth mindset that leads to improvements to their impact on student learning.
...is less rigorous. Using competency approach lowers expectations.	...use competency to have concrete evidence of the students' knowledge and skills they have acquired and where there may be opportunities for continued growth and advancement.
...has students always working independently.	...incorporate individual, partner, small group and whole group instruction depending on the learning needs of students and intentions of the lesson.
...means educators have to develop and deliver personalized learning lesson plans for every student.	...use asset-based formative assessments processes to deliver targeted instruction to groups of learners that are sometimes homogenous and sometimes heterogenous, depending on the learning intentions of the lesson.
...means that students only learn what they are interested in learning.	...allow choice in the way that students demonstrate knowledge or skills related to meeting the learning intentions and success criteria of the lesson.
...means placing students in material at there current instructional level.	...provide grade level/content area instruction with appropriate customized support to allow each learner to access the material while providing targeted support in areas needing accelerated growth, the student's IEP, or 504 plan.
...allows students to keep retaking assessments in an effort to score better.	...provide students with opportunities to retest after they have shown documented effort to learn more which helps students to become reflective, self-directed learners in an effort to more accurately demonstrate their learning.

LOCAL EXAMPLES OF IN PROGRESS IMPLEMENTATION OF PCBL

- Washington Fields Intermediate School, Washington County SD
- Juab Junior High School, Juab School District
- Mona Elementary School, Juab School District
- Timpanogos High School, Alpine School District
- Roots Charter High School, Salt Lake Area

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Personalized, Competency Based Learning

A BRIEF

As we prepare Utah's students for their future and the knowledge, skills and dispostions in Utah's Portrait of a Graduate, we are called to refocus our teaching and learning experiences to meet the individual strengths, needs and interests of our students more effectively. **Personalized** Competency Based Learning is Utah's evidence-driven approach to cultivating the conditions for a well-rounded, quality education for each student.

PERSONALIZED LEARNING

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

COMPETENCY BASED LEARNING

A system wherein a student advances to higher levels of learning when the student demonstrates competency of concepts and skills, regardless of time, place or pace.

To support educators in designing personalized, competency based learning (PCBL) environments, Utah's PCBL Framework articulates five 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 for the learning design and process in pursuit of achieving the characteristics 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 and 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 are used 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 and 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.
(f) self-advocate.

DEFINITIONS:

Teacher clarity: involves clearly communicating the learning intentions and the success criteria of each learning experience and organizing instruction to support student learning.

Dispositions: the attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities.

Formative assessment processes: a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to give teachers and students the opportunity to identify strengths and weaknesses with specific knowledge, skills and abilities outlined in the Utah Core Standards.

Learning pathways: the chosen learning experiences taken by a learner through a range of learning activities.

ADDITIONAL RESOURCES

- Portrait of a Graduate
- PCBL Framework
- PCBL webpage
- Learning First, Technology Second: Triple E Framework

Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

Utah State Board of Education

Utah's PCBL Framework:

ESSENTIAL COMPONENTS

CULTURE OF LEARNING

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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.

Take a minute to read over the essential components.

What do you see that you are already embracing in your practice?

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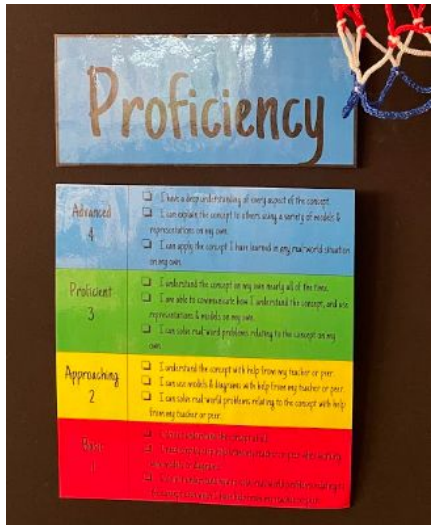
What does this look like?

From	To
Content Driven	Skills Driven
Time-based	Performance-based
Grading	Feedback
Educator designed	Co-designed
Lessons	Learning Experiences

What does this look like?



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PCBL for Your Teachers

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How can Utah educators incorporate PCBL?

Personalized, Competency Based Learning creates equitable learning environments by communicating transparent learning intentions and success criteria. School personnel use evidence-based practices such as collaborative groups, classroom discussions, goal setting, and engage in small group instruction with customized support. Within this culture of learning, school personnel use a collective vision to create coherence through shared goals and similar expectations for student success. School personnel work collaboratively in professional learning communities to address each learner's needs. Job-embedded, personalized, professional learning opportunities are pursued by each school personnel with ongoing feedback and support.

Using **evidence-based practices** like:

Collaborative Groups

Classroom Discussions

Small Group Instruction
with Customized Support

Goal Setting

Within a **culture of learning**, use a **collective vision** to **create coherence** through **shared goals** and **similar expectations for student success**.

School personnel **work collaboratively** in **professional learning communities** to **address each learner's needs**.

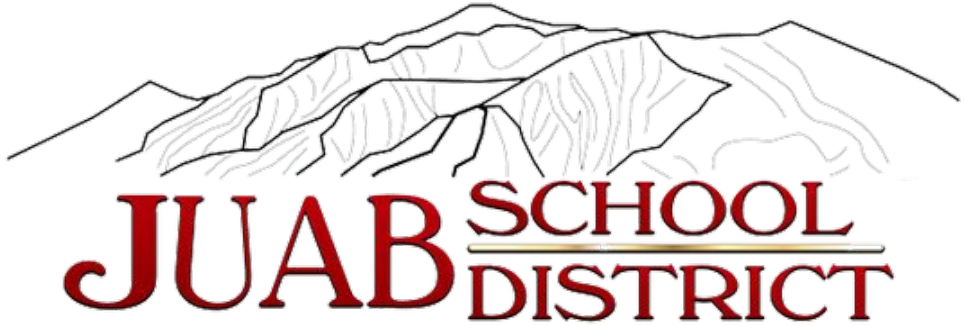
Job-embedded, personalized, professional learning opportunities are pursued by **each school personnel** with **ongoing feedback and support.**

COHORT A: Expansion Grants Year 1 of 2

DUCHESNE COUNTY SCHOOL DISTRICT

AMERICAN ACADEMY OF INNOVATION

IRON COUNTY SCHOOLS
CREATING A BETTER TOMORROW FOR ALL



COHORT B: Year 2 of Implementation Phase

CITY ACADEMY CHARTER SCHOOL
Responsible • Resilient • Respectful • 2000

OGDEN SCHOOL DISTRICT

WEBER SCHOOL DISTRICT
Preparing Students for Success

SPECTRUM ACADEMY
A Community of Learners

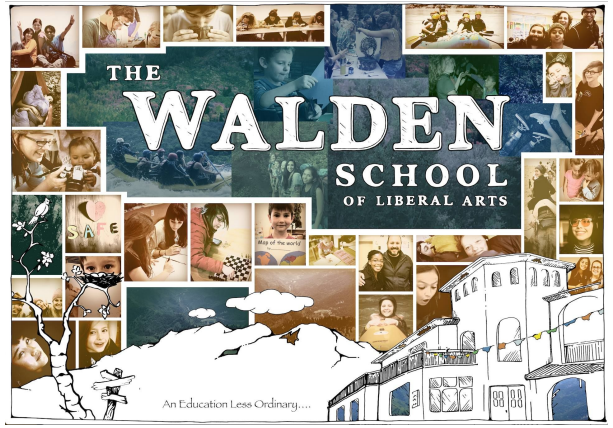
WASHINGTON COUNTY SCHOOL DISTRICT

UTAH STATE BOARD OF EDUCATION

COHORT C: Implementation Grants – Year 1 of 2

CANYONS SCHOOL DISTRICT

FREEDOM PREP ACADEMY



Granite SCHOOL DISTRICT

JORDAN SCHOOL DISTRICT

ALPINE SCHOOL DISTRICT

NORTH SANPETE SCHOOL DISTRICT

Creating Conditions for Learning So All Students Can Succeed

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COHORT D: Planning Phase 2022–2023

ODYSSEY
CHARTER K-6

PROMONTORY
school of expeditionary learning
A Tuition-Free K-8 Public
Charter School

SUMMIT ACADEMY

QUEST ACADEMY

WAYNE COUNTY
SCHOOL DISTRICT

Meeting Daryl Hall, sort of