

# Agenda

## Schaumburg, IL • October 8–10

### Tuesday, October 8

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Robert J. Marzano <i>Creating a Personalized Competency-Based System</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakouts</b>	
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Panel Discussion</b> —Presenters provide practical answers to your most pressing questions.	

### Wednesday, October 9

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Douglas Finn III <i>Transitioning to a Personalized Competency-Based Educational System</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakouts</b>	
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Role-Alike Networking</b>	

### Thursday, October 10

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	<b>Breakouts</b>	
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	<b>Keynote</b> —Bill Zima <i>Why Proficiency? Developing Agency for Learners</i>	

**Agenda is subject to change.**

## Breakouts at a Glance

Presenters & Titles	Day 1		Day 2		Day 3
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:45 a.m.
<b>Douglas Finn III</b>					
Proficiency Scales as the Foundation for Instruction and Assessment	X			X	
Creating a Schedule to Accommodate Student Learning		X	X		
High Reliability Schools as a Pathway to Personalized Competency-Based Education					X
<b>Michelle Finn</b>					
Increasing Student Agency	X			X	
Instruction in a PCBE System		X			X
Incorporating Student Voice and Choice Within PCBE			X		
<b>Robert J. Marzano</b>					
Assessment in a PCBE System		X			
<b>Bill Zima</b>					
Leading in a Competency-Based System	X				X
The Importance of Grading and Reporting in a Personalized Competency-Based System			X	X	

## Session Descriptions

### **Douglas Finn III**

#### **[Keynote] Transitioning to a Personalized Competency-Based Educational System**

Transitioning to a personalized competency-based education (PCBE) system can look quite different from district to district and school to school. Organizational factors such as commitment to change, resources, and culture, play a major role in the type of transition plan that can be developed. This keynote focuses on these components and addresses different options available by illustrating real-life examples.

Outcomes from this session include:

- Understanding how district and school culture and resources play a key role in transitioning to a PCBE system
- Examining options for transitioning to a PCBE system
- Analyzing actual examples and reflecting on current approaches to transitioning to a PCBE system

#### **Creating a Schedule to Accommodate Student Learning**

Scheduling within a PCBE system can be challenging due to a lack of accurate student data typically collected in a traditional system. In a PCBE system, teachers and administrators must clearly understand what a student knows and does not know in relation to the measurement topics within a content area. This session focuses on defining meaningful student data, addressing effective ways to collect data, and analyzing the data to determine the best instructional practices and learning environment.

Outcomes from this session include:

- Understanding the concept of effective student data by defining it, examining the process for collecting it, and incorporating social and emotional components
- Analyzing student data to determine the best schedule to ensure student learning
- Exploring the relationship between instructional practices and grouping for instructional needs

#### **High Reliability Schools as a Pathway to Personalized Competency-Based Education**

High Reliability School (HRS) is a framework that shows how best practices work together and provides indicators to empower districts and schools to measure their progress on attaining five increasing levels of reliability. This session explores the five levels of the HRS framework and on pathways to achieve level 5 personalized competency-based education (PCBE). PCBE brings the previous four levels together into a comprehensive plan to increase student engagement, ownership, and achievement.

Participants in this session:

- Gain an overview of the five levels of HRS to understand the relationship between each component.
- Explore leading indicators for levels 1–4 in relationship to PCBE.
- Understand leading indicators for level 5 PCBE and pathways to achieving this level.

### **Proficiency Scales as the Foundation for Instruction and Assessment**

Personalized competency-based education is fundamentally based on the idea that students will become proficient at certain concepts. However, concepts can be unclear to teachers and students, making proficiency a moving target that is almost impossible to hit. The development and use of proficiency scales pins the target down by organizing learning expectations into a learning continuum. This session explores proficiency scales by defining the **what**, **why**, and **how** of creating them. Douglas Finn also discusses Marzano Research's critical concepts and how they can support schools and districts transitioning to PCBE.

Outcomes from this session include:

- Describing how a proficiency scale can be used to increase learner engagement and provide more meaningful feedback
- Exploring the relationship between standards, rigor, and proficiency scales
- Creating proficiency scales based on participants' content areas and academic levels

### **Michelle Finn**

#### **Increasing Student Agency**

Implementing PCBE within the classroom can be a complex undertaking, especially when it comes to instructing students at various levels and offering more flexibility and choice within practice and assessment. Increasing student agency, or self-efficacy, provides a critical shared leadership structure, which allows students to take more responsibility for their behavior and learning. This session examines effective strategies for creating a collaborative culture and provides goal setting and monitoring tools to help students more deeply engage with their education.

Participants in this session:

- Understand the role student agency plays within PCBE systems.
- Develop a model shared vision, code of cooperation, and standard operating procedure.
- Engage in strategies for goal setting and monitoring.

#### **Incorporating Student Voice and Choice Within PCBE**

Developing ways for students to advocate for and engage in their own learning through authentic voice and choice is a key component of personalized competency-based education. This session focuses on identifying avenues and tools for gathering student voice in order to build a shared leadership

classroom model. Participants also learn how to use student choice through a variety of tools and strategies that can increase agency and learning engagement.

Participants in this session:

- Understand the role that voice and choice play within PCBE systems.
- Develop strategies for incorporating voice and choice in the classroom.
- Learn to incorporate tools such as choice boards and task cards to support individualized learning.

### **Instruction in a PCBE System**

Understanding instruction within a PCBE system involves areas such as alignment to standards, grouping for added flexibility of delivery, and pacing. At the heart of these areas is effective planning, which may involve more behind-the-scenes work than in a traditional system but allows teachers to better check and adjust instruction to meet the needs of various types of learners. Within the planning framework is a tool known as a *personal tracking matrix*, which allows students and teachers to drill down into progress monitoring. All together, this framework better instructs students, clarifies to them where they are in their learning process, and gives them more engagement in their education.

Participants in this session:

- Understand how planning, grouping, and pacing work within PCBE to better aid instruction.
- Develop personal tracking matrices to monitor student progress.
- Align instructional resources to facilitate student independence.

## **Robert J. Marzano**

### **[Keynote] Creating a Personalized Competency-Based System**

This session provides a step-by-step approach to creating a personalized competency-based education (PCBE) system. It begins with the decisions that must be made and the work in curriculum, instruction, and assessment that must be conducted prior to implementing a PCBE system. Given the right preparation, a PCBE system should be rolled out in a staged fashion, requiring three to five years for full implementation. This session also describes how the five levels of the High Reliability Schools framework can be used as a road map to PCBE implementation.

Participants in this session gain a working knowledge of:

- How to prepare for a PCBE system
- How to phase in a PCBE system
- Common pitfalls of PCBE implementation

## **Assessment in a PCBE System**

This session describes the basic differences between how assessment should be used in a PCBE system versus how assessment is typically used in a traditional system. Emphasis is placed on how classroom assessments can be used as the primary method of evaluating students on individual measurement topics. Robert J. Marzano also addresses the importance of a learning management system (LMS) designed for PCBE and the needed changes in student record keeping and reporting.

Participants in this session gain a working knowledge of:

- Various types of assessments that should be used
- How parallel assessments are used to measure student growth
- How to address record keeping and reporting and how they interact with the needs for transcripts and GPAs

## **Bill Zima**

### **[Keynote] Why Proficiency? Developing Agency for Learners**

Personalized competency-based education gives teachers tools to create opportunities for learners to practice the skill sets and mindsets necessary to control their lives. By being clear about what students should know and be able to do, educators can create multiple pathways to motivate them. Students who are given voice and choice are willing to exert the energy to set a goal, overcome obstacles to meeting that goal, and develop agency to improving their future. That is the power of hope.

Participants in this session discover:

- The major advantages of creating a personalized competency-based education system
- The three core competencies of hope: goal setting, pathways, and agency
- The importance of crafting learning opportunities that allow students to develop the agency necessary to take charge of their lives

## **Leading in a Competency-Based System**

Transitioning to a personalized competency-based education model requires strong leadership. Change, regardless of how small, causes people to react in seemingly unpredictable ways. By using strategies to set and communicate a common purpose, building strategic plans, and mapping out the required steps to move from not doing to doing—all while being mindful that we work with emotional beings—the move to a system that better supports all learners becomes possible.

Participants in this session discover:

- That change is a process that involves emotional and intellectual responses
- The importance of establishing a “postcard destination” (or purpose) for their school or district, and then taking strategic steps to get there.
- Seven reasons people resist change and strategies to help overcome those fears

### **The Importance of Grading and Reporting in a Personalized Competency-Based System**

In a traditional system, grading and reporting is often based on a percentage of points a student had a chance to acquire through quizzes, homework, and tests. Most students are provided the same opportunities at the same time. In a personalized competency-based system, the educator uses assessment data to map back to a proficiency scale and determine where students are on the continuum of learning. Reporting this progress can be represented using levels of rigor, grade levels, pacing, or standards-referenced reports. The methods for calculating competency are mounting evidence, mathematical modeling, best fit, and decaying average.

Participants in this session discover:

- The difference between traditional grading, standards-based grading, and competency-based grading
- How to map assessment scores to a proficiency scale to provide a summative score on how a student progresses on the continuum of learning
- Various methods of measuring competency: mounting evidence, mathematical models, best fit, and decaying average.