



## **Scheduling for Personalized Competency-Based Education**

*By Douglas Finn III and Michelle Finn*

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### **Study Guide**

This study guide is a companion to the book *Scheduling for Personalized Competency-Based Education* by Douglas Finn III and Michelle Finn. *Scheduling for Personalized Competency-Based Education* provides a framework for scheduling and organizing lessons in the context of personalized competency-based education.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **Differences Between Traditional Education Systems and PCBE Systems**

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1. What does personalized competency-based education (PCBE) prioritize? How is this an advantage over traditional standard education?
2. What are some questions to help students adapt to a goal-oriented, growth mindset?
3. What are the four components of PCBE? How do these components support a growth mindset and help students learn at their own pace?
4. Why are leadership, student and staff inclusion, and districtwide implementation important in transitioning to PCBE?
5. What are the major factors that go into organizing students in a PCBE environment? How does this scheduling system support PCBE?

## **Chapter 2**

### **The Importance of Student Data Within a PCBE System**

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1. Why are student data important in a PCBE system?
2. Define both *grade-level data* and *specific standards data*. What purpose does each set serve?
3. Why are comprehensive assessments an effective way to gather student data? What steps can be taken to implement comprehensive assessments into a learning schedule?
4. What are the three approaches to collecting student data for a transition to PCBE? Which do you think would fit best in your school?
5. Explain the importance of behavioral data and how they can be collected.

## **Chapter 3**

### **An Overview of PCBE Scheduling**

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1. What are some of the important considerations that need to be made when scheduling for PCBE?
2. What is the difference between *today students* and *tomorrow students*? How can this philosophy help in the transition to PCBE?
3. What are some considerations to make when regrouping students within a PCBE schedule?
4. What is an *individualized education plan*?
5. How can PCBE schools effectively integrate incoming transfer students into the PCBE system?

## **Chapter 4**

### **Creation of a Horizontal PCBE Schedule**

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1. What is *horizontal scheduling*?
2. What are the four main steps to creating a horizontal PCBE schedule?
3. What is the process for organizing students within a horizontal PCBE schedule?
4. How should school leaders assign teachers to classes within a horizontal PCBE schedule?
5. Explain the process of adding more content areas and class periods to a horizontal PCBE schedule. What are the most important rules to stick to during this process?

## **Chapter 5**

### **Creation of a Vertical PCBE Schedule**

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1. What is *vertical scheduling*?
2. What are the five main steps to vertical scheduling?
3. How should you decide what content area should be the anchor content area for the schedule?
4. What is the process for organizing students within a vertical PCBE schedule? How does this differ from the horizontal scheduling process?
5. What challenges are presented when adding more content areas to a vertical PCBE schedule? What are ways to tackle these challenges?

## **Chapter 6**

### **PCBE Implementation Within Stand-Alone Classrooms**

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1. Why is it important to acknowledge the range of classroom implementation levels and classroom autonomy? What do these levels look like for both implementation and autonomy?
2. What is the key piece of information needed for implementing PCBE into a stand-alone classroom?
3. What are the five considerations teachers must make when prioritizing standards?
4. Why is it important to identify student needs? How can teachers do this?
5. What are some different approaches teachers can take to ensure students move to the next grade level with all the knowledge and skills they need to be successful?