



The Leading Network for Innovation at Independent Schools



Equity, CBE and the Whole Child in K-12

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The tracks of K-12 equity are **running** differently

iNACOL Definition of CBE 2011

1. Students advance upon demonstrated mastery;
2. Competencies include explicit, measurable, transferable learning objectives that empower students;
3. Assessment is meaningful and a positive learning experience for students;
4. Students receive timely, differentiated support based on their individual learning needs; and
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions

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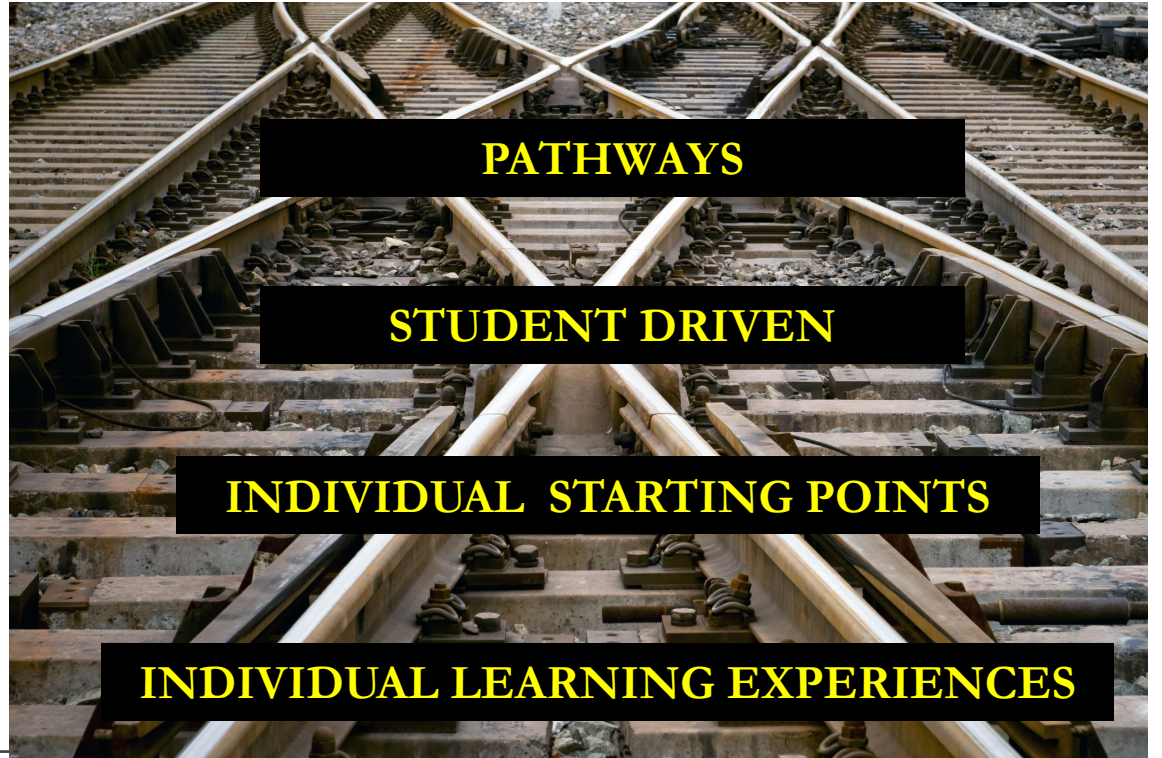
Aurora Definition of CBE 2019

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. **NEW** Students learn actively **using different pathways** and varied pacing.
6. **NEW.** Strategies **to ensure equity** for all students are embedded in the **culture, structure, and pedagogy** of schools and education systems.

A Changing Set of Characteristics

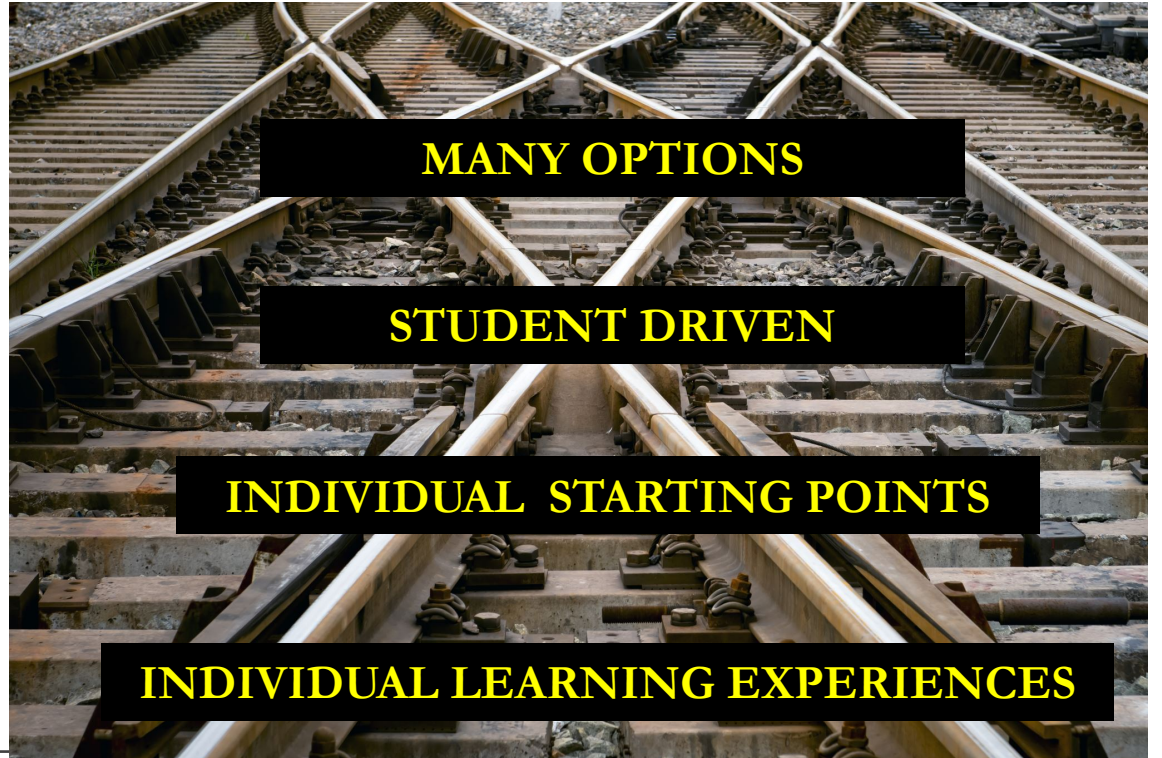


Curriculum



Currency

A Changing Set of Characteristics



STANDARDS

+

COMPETENCIES
PATHWAYS

CBE IS A
ROUTE TO
EQUITY

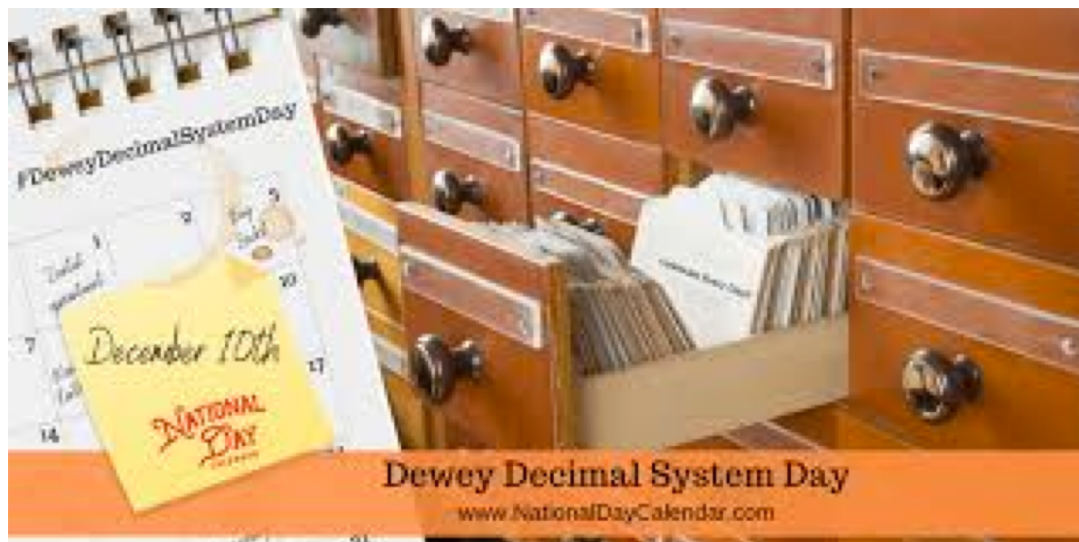
OPPORTUNITY
IN CONTEXT

FROM AN INSTITUTIONAL PERSPECTIVE

- IT INTEGRATES THE PROGRAM
- PROVIDES AN ASSESSMENT UMBRELLA
- IT IS CROSS-CURRICULAR
- ENABLES MULTIPLE FORMS OF EVIDENCE
- CAN DOVETAIL WITH CURRENT GRADING SYSTEMS
- CAN BE IMPLEMENTED INCREMENTALLY
- CAPTURES GROWTH + PROFICIENCY



CHAOS?



Are we organizing for equity in
the way we did in the past?



P-5-A
123G225

THE
aMC WALKING DEAD
THE COMPLETE FIFTH SEASON

OCTOBER 11
STARTS VIA
aMC

THIS SHELF HAS A WALKING DEAD DVD
STOCKED NEXT TO MOISTURIZER AND PICKLES





How do we then:

SORT

CHOOSE

PACK

STORE

and

CARRY

**LEARNING EXPERIENCES
FOR EQUITY**

in the 21st century?

ISSUES TO EQUITY

STARTING POINTS WHEN ENDPOINTS ARE NOT SO CLEAN

GROWTH RATHER THAN COHORT PROFICIENCY

STUDENT AGENCY NEEDS TO BE ENABLED & MANAGED

ISSUES TO EQUITY

COMPETENCY BASED LEARNING PROVIDES THE UMBRELLA

PATHWAYS & AN ASSESSMENT BACKBONE

PBL

CTE

STANDARDS

SEL

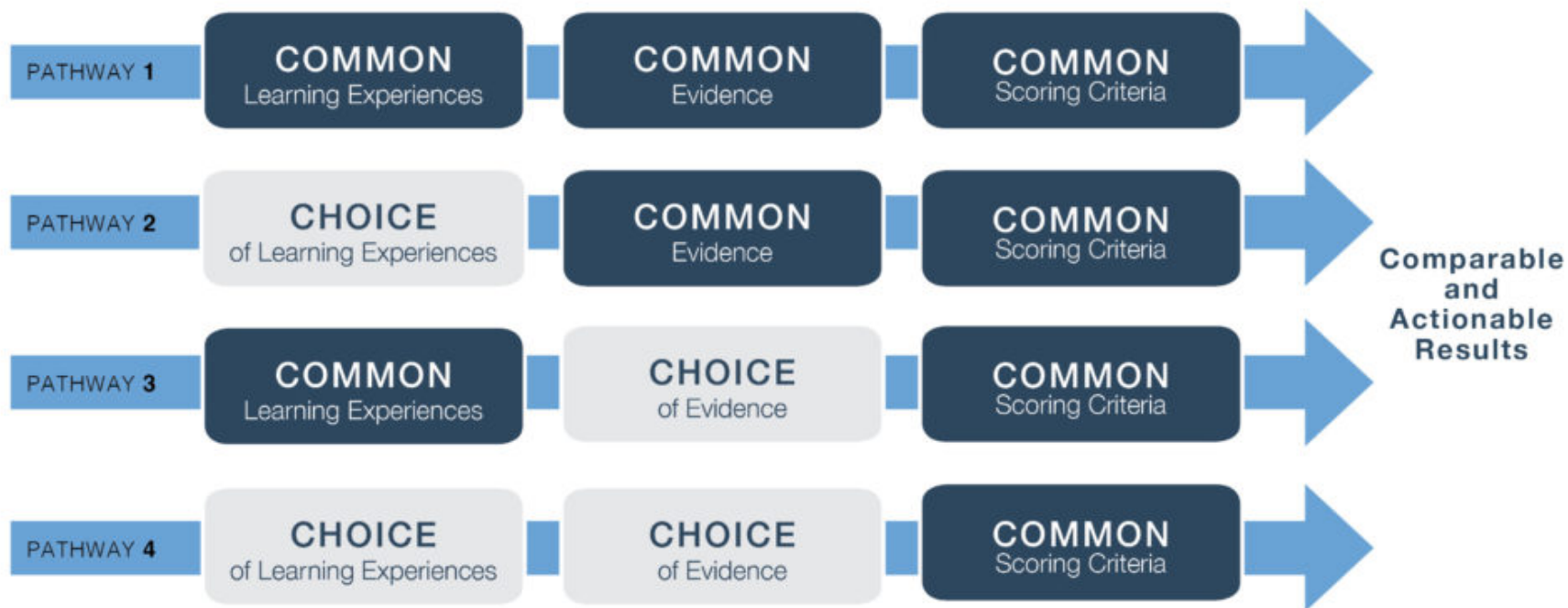
COLLEGE
PREP

COMMUNITY
&
INTERNSHIPS

EXTRA & CO
CURRICULAS

Learning and Assessment Pathways Graphic

These pathways represent the flexibility and choice possible in a proficiency-based learning system focused on producing equitable outcomes for all students. Common scoring criteria define levels of performance and establish a rigorous, shared definition of proficiency for all students. These common scoring criteria allow for choice in instruction and assessment practices, while also producing comparable results. When designing learning experiences and assessments, schools, teachers, and students should blend these pathways for each learner and in every learning environment to ensure that all students meet common outcomes.

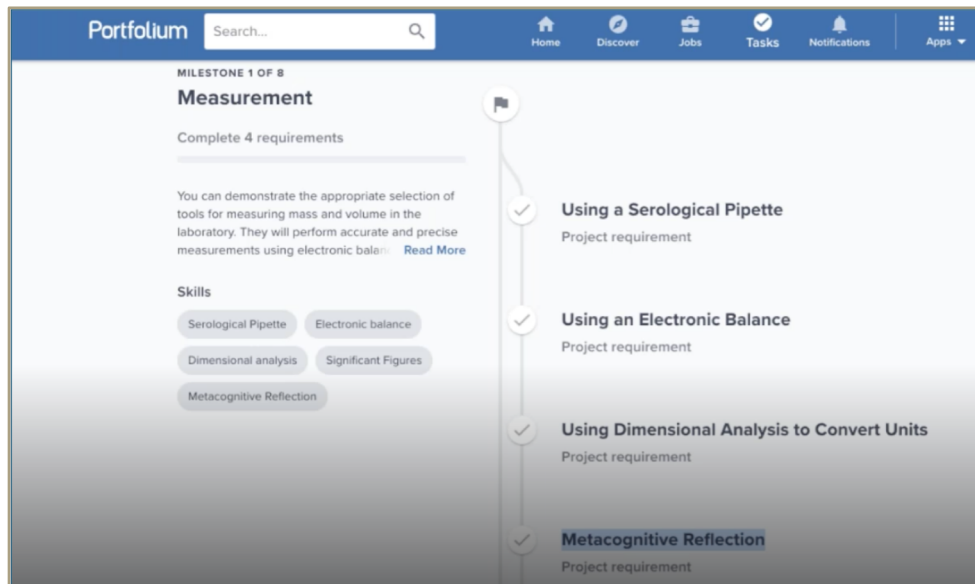


Pathway 5 is applicable when learning outcomes are unique to a particular student. This allows for worthwhile, although not comparable, learning results.



How Is a Pathway Different From a Course?

PATHWAY: AUTONOMOUS
OPPORTUNITIES FOR COMPETENCY



FLEX MODEL BLENDING

COURSE: SCOPE & SEQUENCE FOR
SUCCESSFUL COMPLETION

Big Question:

- ❑ How did political, economic, and cultural structures shape intersocietal interactions across the Afro-Eurasian supercontinent in the 14th and 15th centuries?

Assessment: Paragraph Writing

Students will write a single paragraph that answers the Big Question for Project I using the following supplementary sources:

- ❑ Carter/Warren textbook
- ❑ One primary source (supplied by teachers)
- ❑ One tertiary source (found by students)

Paragraph must follow the APEC structure, show command of both correct historical contextualization, and demonstrate correct grammar, spelling, and punctuation. Paragraphs will be roughly 1-page/250 words in length, one-inch margins, 12-point font, double spaced.

Assignment #1

Homework: Read Carter/Warren, 19-27

In-Class: What was the Afro-Eurasian supercontinent and how was political order organized under that system? Discussion of state, sovereignty, legitimacy, and empire.

Assignment #2

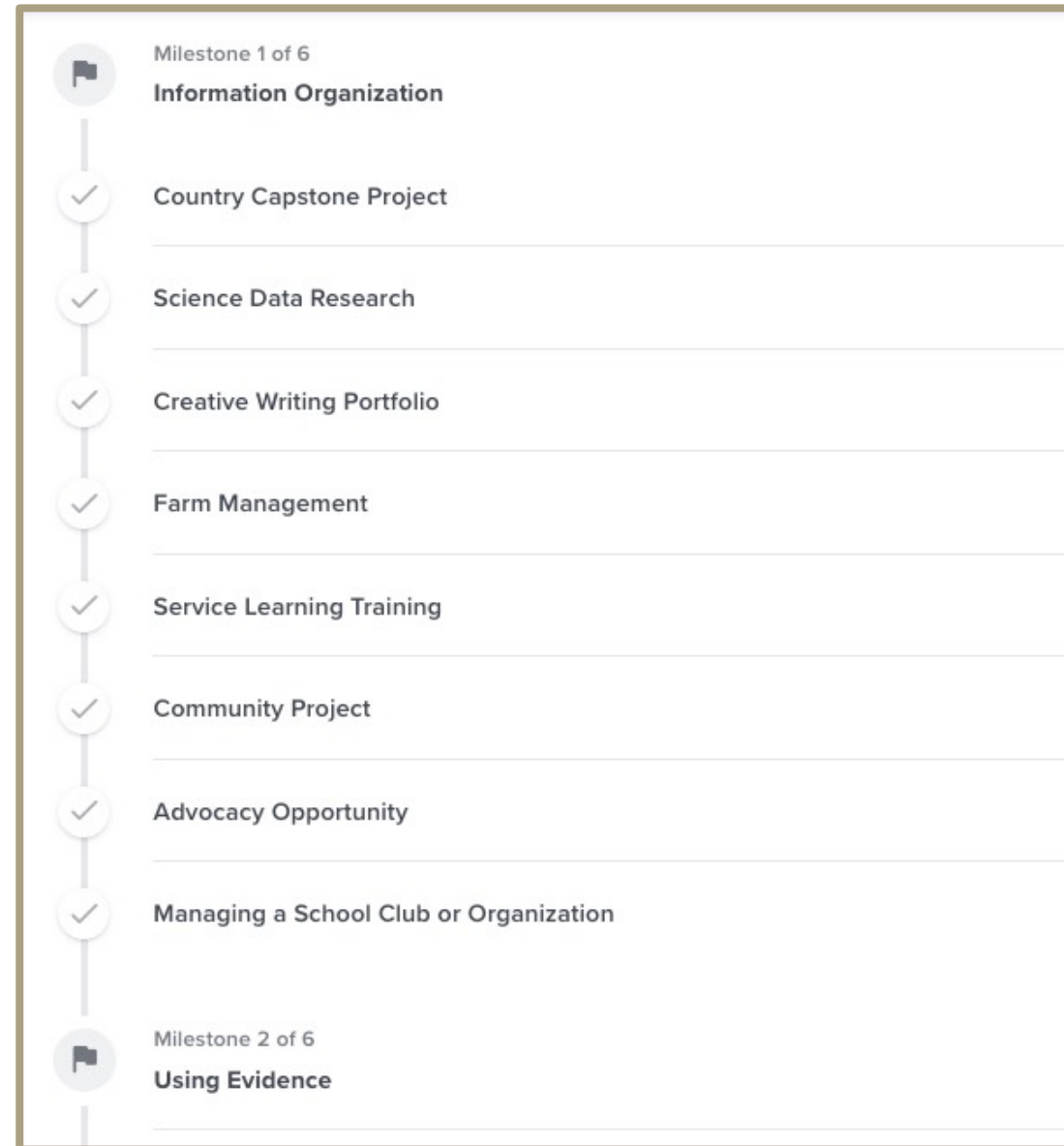
Homework: Read Carter/Warren, 27-39

In-Class: Introduction to 15th century explorers. Watch [Crash Course Episode #21](#).

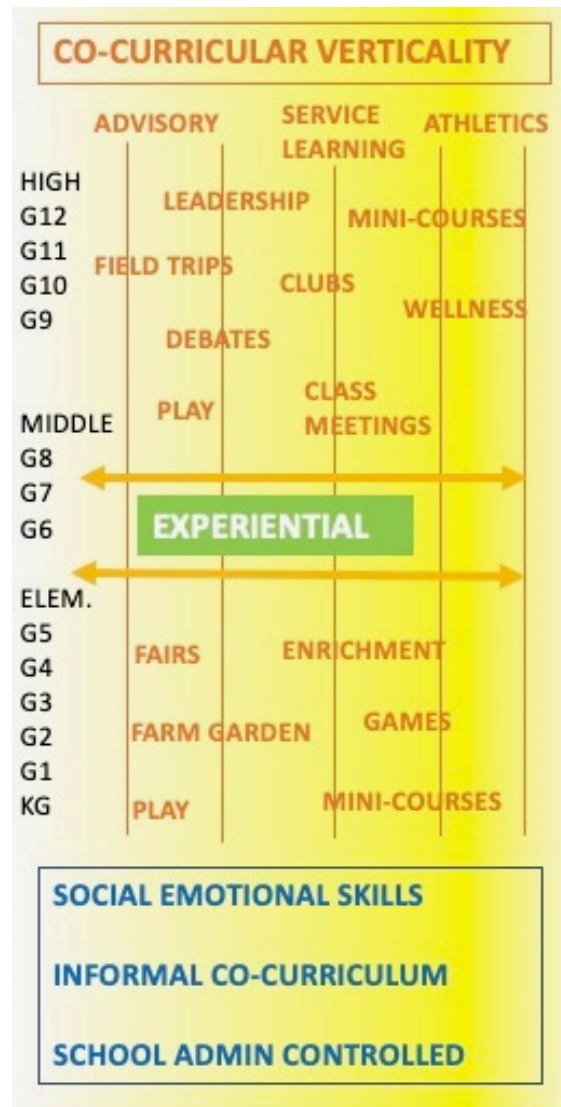
What is a Pathway?

Demonstrating what you can do in a transferable manner.

Each requirement in the milestone has a clear set of learning outcomes.

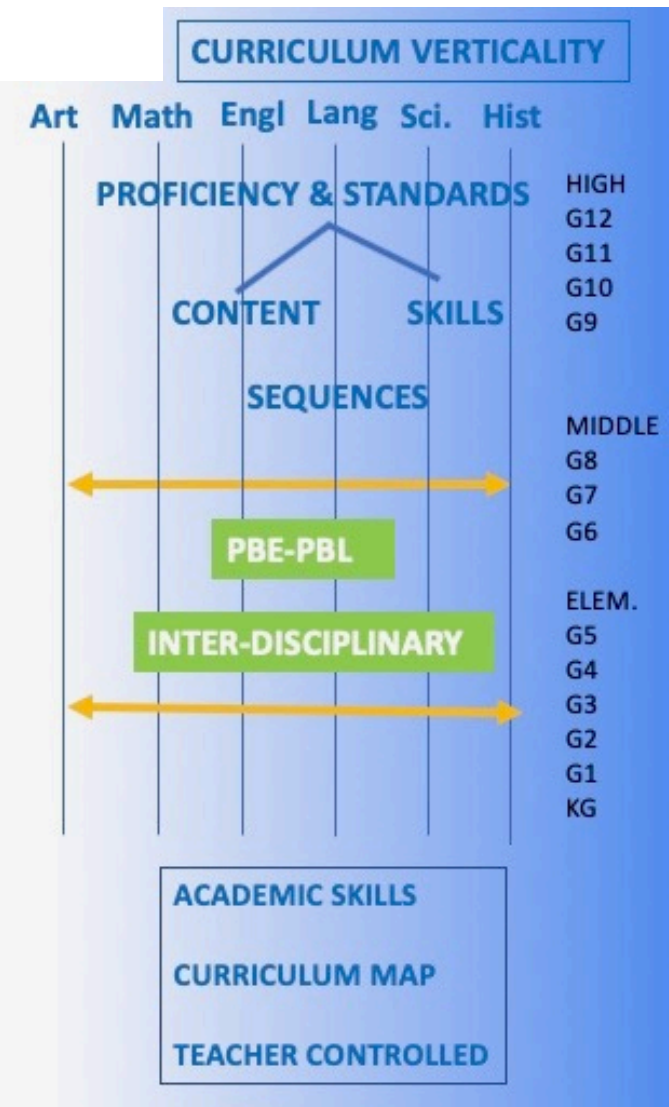


FROM CURRICULAR MAPS TO OPPORTUNITY EQUITY MAPS



CREATIVITY
CHARACTER
EMPATHY
COMMUNICATION
CRITICAL THINKING
SELF MANAGEMENT
GLOBAL CITIZEN
COLLABORATION
SELF- AWARENESS

OESIS









How Does It Create Student Agency?

- Students make choices
- Choose 4 of 6

2. Formulate Student Opportunities

Requirements

-  **Science Data Research**
Course Assignment
-  **Creative Writing Portfolio**
Course Assignment
-  **Farm Management**
Course Assignment
-  **Service Learning Training**
Course of Training Completion
-  **Community Project**
Previously Completed Pathway
-  **Managing a School Club**
Experience
-  [Add another Requirement](#)

Select a Requirement Type

Course Assignment

Students will be required to submit one or more assignment artifacts from a course that they are previously enrolled.

3. Establish Yardsticks of Transferability

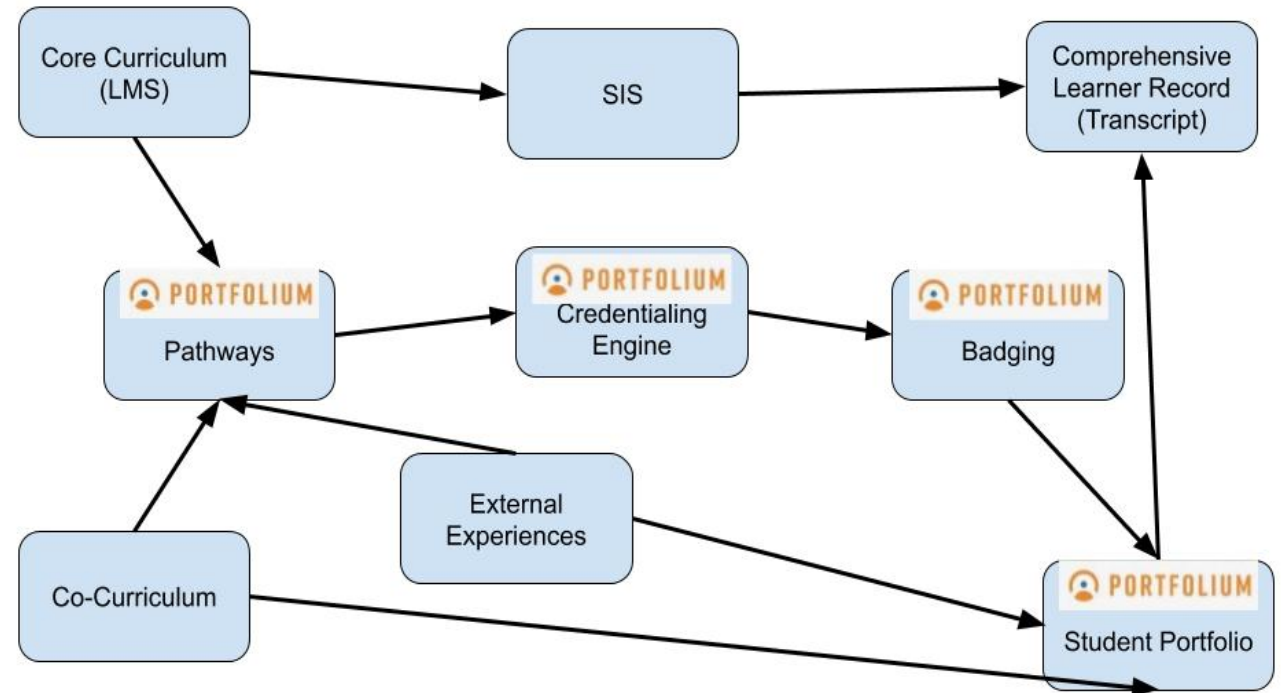
All	Previously Completed Pathway
At least 7	Managing a Team Schedule
At least 6	
At least 5	Managing a School Club or Organization
At least 4	
At least 3	Other Requirement
At least 2	
At least 1	Requirements required to complete this milestone

The Pathway System

SYSTEMS

Integration is the key.

Student Pathways Flow



- Debate
- Model UN
- Student Govt.
- Athletics
- Service Learning

HOW THEN DO WE:

SORT

CHOOSE/ASSESS

PACK

STORE

and

CARRY/EXCHANGE

LEARNING EXPERIENCES

FOR EQUITY

Open Badges



**Competencies and Academic Standards
Exchange (CASE)**



Comprehensive Learner Record





PIVOT
TRANSCRIPT PARTNERSHIP FOR K-12