



Competency-Based Learning

Personalizing Learning for NC's Students

Dr. Rebecca Garland
Deputy State Superintendent

Michelle Lourcey
NC Virtual Public Schools, Chief Academic Officer

Sneha Shah-Coltrane
Division of Advanced Learning, Director

September 2016
House Select Committee on Education Strategy and Practices

CBL – A New Approach?



Surry County



Competency-Based Learning/ Mastery-Based Learning



- Customization of learning is based on student needs
- Learning outcomes are clear
- Assessment is on-going to inform instruction
- Learning involves application of content based on differentiated instruction
- Students progress based on demonstrated mastery

Mindset Shift in K-12



- Instructional Shift
- Infrastructure Shift
- Other States:
 - New Hampshire
 - Maine

Various DPI Initiatives

Policy Shifts to Support Mastery-Based Learning



SBE Policy: Course for Credit GCS-M-001

- Awarding credits is no longer tied to instructional hours, focused locally
- Credit Recovery
- Repeating a Course for Credit

What is Credit by Demonstrated Mastery?



CDM is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time

SBE Policy: GCS-M-001,
December 2012/2013

How does a student earn CDM?



Multi-phase assessment

- Phase 1: Student examination demonstrating foundational knowledge, using an EOC, CTE or other LEA exam, “A” level, 90.
- Phase 2: Student artifact demonstrating application of knowledge, such as task, project, lab, interview, or Capstone Projects in CTE courses
- Other evidence as LEA warrants

Comments from LEAs



Based on May 2016 survey, 92% of LEAs are implementing CDM at some level.

“We have evidence that shows that students who have earned credit via CDM continue to be successful in the next course in the sequence. We believe in the process and want to continue to offer the opportunity.”

“Better pathways for courses to support rigor, achievement and personalized learning.”

As many as 32 students in a single district have earned CDM credit.

Challenges:
Infrastructure Shift
Effort for Implementation



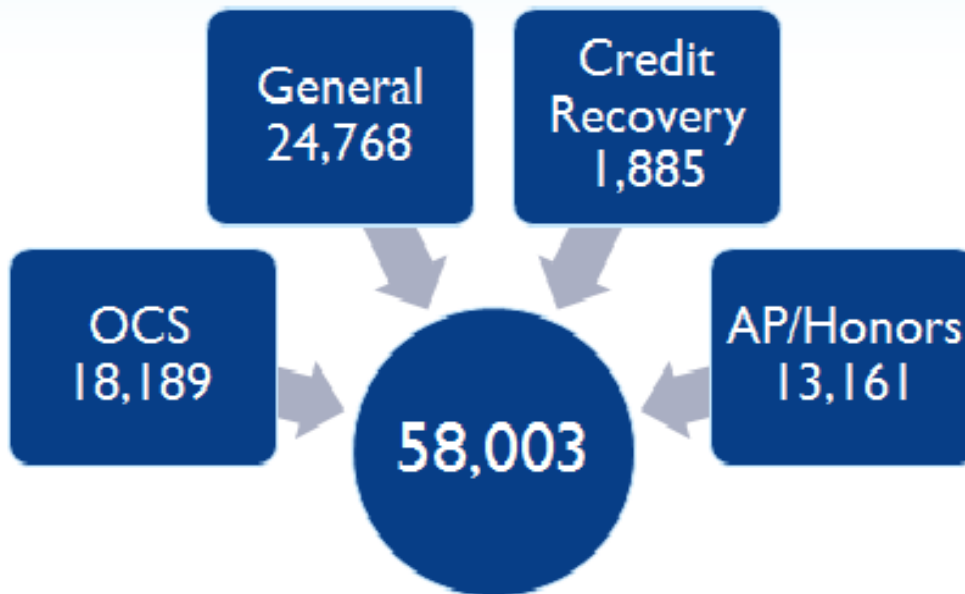
CDM Implementation



- Variety of Courses Attempted:
 - Such as, Computer Programming, Health Science I, German, Biology, Math I, World History, English II, American Sign Language.
- Notable Districts:
 - Asheville City Schools, Davidson County, Guilford County and Onslow County have all established intentional processes and practices for effective implementation.
 - Among others, Chapel Hill-Carrboro City Schools is implementing CDM fully and embracing the idea that any course is open for CDM with great student response.



Enrollment numbers, 2015-2016



NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

Student enrollment solution as a partner for NC's public schools and non-public students.

**Expanding Minds/
Expanding Opportunities/
Expanding Connections through blended and online learning.**

Partner in all 115 school districts and over 60+ Charter Schools.

Mastery Learning for First Time Credit

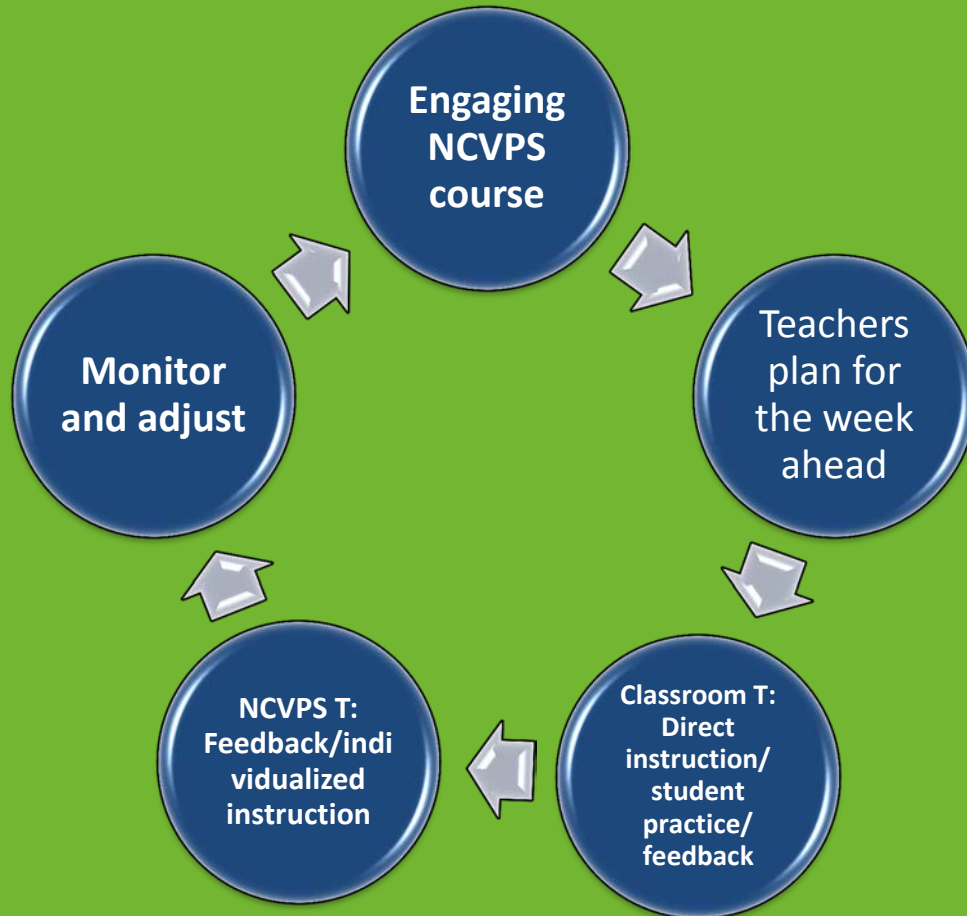


- Open enrollment for any NCVPS course, providing schools with options for student learning
- Personalized learning determined by student's pace
- Use of daily student data to inform teacher instruction
- Small teacher-student ratio



**Utilized by
almost 100 NC
schools since
2015**

Mastery-Based Learning Intervention through Co-Teaching



**North Carolina
Virtual Public School**

**Piloting Fall
2016 with
Bladen and
Carteret
Counties**



Questions/Comments