Competency-Based Education Pilot

Pilot Overview

The Competency-Based Education (CBE) Pilot is engaging school teams across the state in a series of workshops throughout the spring to design implementation plans to launch CBE classrooms in the 2018-19 school year. The pilot is an opportunity for schools and districts to explore CBE strategies, deepening the understanding of classroom implementation, necessary school structures and flexibilities, and policy recommendations.

Definition

Competency-based education creates individualized pathways for students by focusing on demonstrating mastery through application and allowing students to advance through curricula and grades as mastery is achieved. The leading working definition focuses on five key elements[1]:

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.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of skills and dispositions.

Goals

Ultimately, this pilot is an exploration of how to leverage CBE strategies to create a more student-centric learning experience than the current traditional one-size-fits-all system by rethinking approach, pace, and progression. The pilot has the following goals:

1. **Plan:** Develop implementation plans that address the necessary structural/policy components, instructional strategies, and organizational/technology supports needed for successful CBE implementation.
2. **Implement:** Shift learning to be student-centric in engaging their interests, offering flexibility in how students learn, demonstrate mastery, and progress through content.
3. **Learn:** Surface proof points of CBE successes and lessons learned on needed supports from the school, district, and state levels.

Implementation Overview

Each pilot school analyzed their strengths that aligned with CBE and are implementing various elements of the work this year, with the goal to expand in future years. Although the work varies by school, some common elements include: leveraging technology to support student choice on how to learn and individual pacing, rubrics, and focus on mastery over grades. The table below outlines the high-level work being undertaken by each school.

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[1] https://www.competencyworks.org/about/competency-education/

District	School	Main Strategies
Blount County Schools	Eagleton Middle School	Student agency and choice
Bristol City Schools	Vance Middle School	Unpacking state standards to develop proficiency scales and student choice in how to learn
Chester County Schools	Chester County Junior High School	Project-based learning, student agency and choice, and mentorship through partnering with the Summit Learning Network
Collierville Schools	Collierville Middle School	Standards-based grading, mastery-based assessment, and student ownership of data and goal setting
Collierville Schools	West Collierville Middle School	Unpacking state standards to develop competencies, competency-based assessment, and student ownership of data and goal setting
Fayette County Schools	Fayette-Ware Comprehensive High School, East Junior High School, and West Junior High School	Blended learning and student agency and choice
Henderson County Schools	Scotts Hill High School	Goal setting and mentorship
Kingsport City Schools	Dobyns-Bennett High School (Excel Program)	Individual mastery-paths for students and student voice and choice
Knox County Schools	Gibbs Middle School	Student-centered learning, student agency, and standards-based instruction
Knox County Schools	Gibbs High School	Unpacking the standards to develop proficiency scales and student agency and choice
Knox County Schools	L&N STEM Academy	Student agency, project-based learning, and flexible pacing
Lenoir City Schools	Lenoir City Middle School	Mastery-based grading and project-based learning
Putnam County Schools	Prescott South Middle School, Algood Middle School, Cookeville High School (CTE)	Individualized instruction/flexible pacing, increased 1:1 time with teachers, and student agency
Tennessee School for the Deaf (TSD)	TSD	Flexible pacing, high-level competencies, and individual learning paths
Williamson County Schools	Renaissance High School	Mastery-based learning, individual learning paths/flexible pacing, and student agency