Equity, CBE and the Whole Child in K-12

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OESIS NETWORK
The tracks of K-12 equity are running differently.
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.
### 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

### 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

- LITTLE STEPS
- HIGHLY SEQUENCED
- COMMON STARTING POINTS
- COMMON LEARNING EXPERIENCES

Currency

- PATHWAYS
- STUDENT DRIVEN
- INDIVIDUAL STARTING POINTS
- INDIVIDUAL LEARNING EXPERIENCES
A Changing Set of Characteristics

STANDARDS + COMPETENCIES

PATHWAYS

LITTLE STEPS
HIGHLY SEQUENCED
COMMON STARTING POINTS
COMMON LEARNING EXPERIENCES

MANY OPTIONS
STUDENT DRIVEN
INDIVIDUAL STARTING POINTS
INDIVIDUAL LEARNING EXPERIENCES
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?
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
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 1**
- COMMON Learning Experiences
- COMMON Evidence
- COMMON Scoring Criteria

**PATHWAY 2**
- CHOICE of Learning Experiences
- COMMON Evidence
- COMMON Scoring Criteria

**PATHWAY 3**
- COMMON Learning Experiences
- CHOICE of Evidence
- COMMON Scoring Criteria

**PATHWAY 4**
- CHOICE of Learning Experiences
- CHOICE of Evidence
- COMMON Scoring Criteria

**PATHWAY 5**
- COMMON or CHOICE Learning Experiences
- COMMON or CHOICE Evidence
- UNIQUE Scoring Criteria

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

Actionable but not Comparable Results
How Is a Pathway Different From a Course?

PATHWAY: AUTONOMOUS OPPORTUNITIES FOR COMPETENCY

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 1 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

CO-CURRICULAR VERTICALITY

HIGH
G12
G11
G10
G9

MIDDLE
G8
G7
G6

ELEM.
G5
G4
G3
G2
G1
KG

EXPERIENTIAL

ADVISORY
SERVICE LEARNING
ATHLETICS
FIELD TRIPS
LEADERSHIP
CLUBS
WELLNESS
PLAY
CLASS MEETINGS
FARMS
ENRICHMENT
GAMES
MINI-COURSES

SOCIAL EMOTIONAL SKILLS
INFORMAL CO-CURRICULUM
SCHOOL ADMIN CONTROLLED

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

PROFICIENCY & STANDARDS

CONTENT
SEQUENCES
SOFTWARE
PHYSICAL EDUCATION
PBE-PBL
INTER-DISCIPLINARY

ACADEMIC SKILLS
CURRICULUM MAP
TEACHER CONTROLLED
How Does It Create Student Agency?

• Students make choices
• Choose 4 of 6
The Pathway System

SYSTEMS
Integration is the key.

- Debate
- Model UN
- Student Govt.
- Athletics
- Service Learning
HOW THEN DO WE:

SORT

CHOOSE/ASSESS

PACK

STORE

and

CARRY/EXCHANGE

LEARNING EXPERIENCES

FOR EQUITY