

AIW Connects to CBE

Competency-Based Education	Authentic Intellectual Work	Real Examples from our Experiences
<p>Learning outcomes emphasize competencies that include:</p> <ul style="list-style-type: none"> ● application ● creation of knowledge, ● development of important skills and dispositions. ● enduring understandings 	<p>Construction of Knowledge:</p> <ul style="list-style-type: none"> ● Solving problems that are novel or unique. ● These types of problems cannot be solved solely through the routine use of information or previously learned skills. 	<p>Elementary:</p> <ul style="list-style-type: none"> ● 4th grade problem-solving ● instruction targeting both conceptual and procedural knowledge ● Magnets and force in science experiments <p>Secondary:</p> <ul style="list-style-type: none"> ● Higher Order Thinking questioning from teachers ● Student products that demonstrate HOTS (analysis, comparison, etc.) ● Asking students to answer questions whose answers can not be found in text and then asking students to support their answers by citing specific examples of support from text ● Aligning assessments to a national set of standards
<p>Learning should be at the level of:</p> <ul style="list-style-type: none"> ● application, ● analysis, ● evaluation, and/or creation 	<p>Disciplined Inquiry:</p> <ul style="list-style-type: none"> ● Uses prior knowledge base ● strives for in-depth understanding rather than superficial awareness ● develops and expresses ideas through elaborated communication 	<p>Elementary:</p> <ul style="list-style-type: none"> ● Students come to school already knowing many mathematical concepts ● CGI (Cognitively Guided Instruction) in 2nd grade asks students to develop their own solutions to a mathematical problem, share their solution with the class, explain their thinking, demonstrate how they know their solution gets a meaningful, correct answer, offer alternative solutions ● <i>Struggling</i> 4th graders in mathematics problem-solving work <p>Secondary:</p> <ul style="list-style-type: none"> ● 6th grade ELA “Hunger Games” HOTS questioning asks students to write/blog the answer to questions like, “Katniss feigns love for Peeta to win favor with the Games. Do you believe Katniss truly loves Peeta? Defend your answer and cite specific examples from the text to support your position.” ● Students must respond to each other’s blog posts
<ul style="list-style-type: none"> ● Real life or simulated tasks, that provide opportunities to connect with the real world. ● Assessment is meaningful and a positive experience for students ● students receive timely differentiated support based on their individual learning needs 	<p>Value Beyond School:</p> <ul style="list-style-type: none"> ● Makes connections to the world beyond the classroom ● Connects to students’ lives 	<p>Elementary:</p> <ul style="list-style-type: none"> ● 2nd grade math (CGI) honors the knowledge, skills, and understandings that kids bring to school with them. ● 2nd grade iPad presentations to teach kindergartners to be “bucket-fillers” (Social Skills) ● Can be challenging at the elementary level. We tend to think of it as beyond “my” classroom instead of beyond the school. <p>Secondary:</p> <ul style="list-style-type: none"> ● Pushes teachers to make explicit connections outside the classroom ● Asks students to impact the world ● Flipped chemistry classroom where students review instruction before class. Class time is used to support individual of small group student needs ● IXL math differentiates learning and task ● Flyers for school musical designed in Computer

<ul style="list-style-type: none">• CBE supports <i>anytime, any place, any pathway, any pace</i> learning		<p>Applications class. Instruction included learning about design elements</p> <p>Post-secondary:</p> <ul style="list-style-type: none">• Grad student writes a piece of music in the style of J. S. Bach in order to demonstrate his understanding of Bach's musical style
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