Competency Based Education in New Hampshire

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Historic Roots of Competency

• “All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life.” – Lynn Martin, Secretary of Labor, 1991 in the SCANS Report for America 2000

• Competency requires:
  • **Basic Skills** - reading, writing, arithmetic and mathematics, speaking, and listening;
  • **Thinking Skills** - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
  • **Personal Qualities** - individual responsibility, self-esteem, sociability, self-management, and integrity.
Workforce Competency

COMPETENCIES - effective workers can productively use:

- **Resources** - allocating time, money, materials, space, and staff;

- **Interpersonal Skills** - working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

- **Information** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

- **Systems** - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

- **Technology** - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.
New Hampshire Beginnings

• What Should They Know and be Able to Do? - NH Business and Industry Association

• Secretary's Commission on Assessing Necessary Skills (SCANS) Report - US Department of Labor

• New Hampshire’s 6 Curriculum Frameworks
  • Career Development
  • English Language Arts
  • Mathematics
  • Science
  • Social Studies
  • the Arts
Competency Pilot Programs

1998 - 2001
- The Department of Education, used Federal School-to-Work funding to sponsor a developmental pilot in which high schools could participate in the design of the New Hampshire Competency-based Assessment system.
- The pilot process began with four schools but soon increased to fourteen.
- Streamlined and refined both the content and the process of applying performance standards to student demonstration of competency.
- Finding = Competency-Based Assessment holds great promise for whole-school reform in teaching and learning on the secondary level.

2001 - 2002
- Department of Education utilized newly appropriated state local assessment monies to institute an implementation phase in High Schools.

2003 - 2004
- Process was opened to include all grade levels, K – 12.
Early Competency Work

- Ten Competencies Identified
- 5 Skills Based (Cross Cutting)
  - Problem-Solving and Decision Making
  - Self-Management
  - Communication Skills
  - Ability to Work with Others
  - Information Use (Technology, Research, Analysis)
- 5 Content Based
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Arts
School Program Standards

Minimum Standards for School Approval (2005)

Assessment
• Authentic Assessment should include Competency-based assessments

High School Credit and Graduation Requirements
• Extended Learning Opportunities credit shall be based on student’s demonstration of competencies.
• By 2008-2009 School Year, Competencies had to be in place for high school courses.
• Credit could be earned through seat time, or demonstration of required competencies.
Updated Program Standards

Minimum Standards for School Approval (2014)

Definitions

• “Acknowledgement of achievement” means when a student has demonstrated achievement of district competencies and or graduation competencies consistent with RSA 193-C:3

• “Career and technical education” means organized educational activities that:
  
  • (2) Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
Updated Program Standards

Minimum Standards for School Approval (2014)

Definitions

• “Competencies” means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies;

• “Credit” means the record keeping structure that is awarded to a student who demonstrated achievement of graduation competencies organized around the specific credit.
Updated Program Standards

Minimum Standards for School Approval (2014)

Definitions

• “District competencies” mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.

• “Graduation competencies” means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school;

• “Mastery” means a high level of demonstrated proficiency with regard to a competency.
Policy Development

Schools must develop no later than July 1, 2015

Policies

• Providing alternative means of demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education

• How a credit used to track achievement of graduation competencies can be earned
Graduation Competencies

- Arts
- Information and Communication Technologies
- English
- Mathematics (with specific areas listed)
- Physical and Biological Sciences
- US and NH History, Government, and Civics
- Economics and Personal Finance
- World History, Global Studies or Geography
- Health Education
- Physical Education
- Multiple content areas outlining knowledge, skills, and work-study practices necessary for success in colleges and careers.
Assessment

The local school board shall require that each school:

• (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards
High School Requirements

no later than July 1, 2016

• The local school board shall require that the curriculum content developed for each high school outlines district and graduation competencies.

• Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma.

• Techniques for the evaluation of student outcomes, including performance assessment of district competencies.
High School Requirements

no later than July 1, 2016

• The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

• The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.
Kindergarten through Grade 8

no later than July 1, 2017

The local school board shall require that each school:

• (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards

• An instructional program that includes:
  d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies;

Office of Educational Technology
Building Statewide Model Competencies

The New Hampshire Department of Education invited educators from the K-16 education spectrum, representatives from the content-specific New Hampshire Teachers Associations, and other content-specific stakeholder organizations to participate in the competency development process.

• English Language Arts & Literacy Competencies
• Mathematics Competencies
• Science Model Competencies
• Arts Model Competencies
• Work-Study Practices Competencies and Guidelines
Performance Assessment of Competency Education (PACE)

Pilot Program with 4 Districts, 2014

New Hampshire Department of Education (NH DOE) developed an expanded view of assessment and accountability, grounded in research, that have several key components that NH DOE believes will help them achieve better results for all students:

• Explicit involvement of local educational leaders in designing and implementing the accountability system,

• Intense and reciprocal support on behalf of the NH DOE for local districts involved in this initiative that will include technical, policy, and practical guidance,

• Use of a competency-based approach to instruction, learning, and assessment which can best support the goal of significant improvements in college and career readiness, and

• Use of authentic, instructionally-relevant, and validated performance-based assessments, alongside periodic administration of Smarter Balanced assessments of state standards in math and ELA, for the purpose of tracking and reporting the progress of students, schools, districts, and educators.

Office of Educational Technology
## PACE Assessment Schedule
2014-2015 Pilot Districts

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
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<tbody>
<tr>
<td>K-2</td>
<td>Local Performance Assessments</td>
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<td>3</td>
<td>Smarter Balanced &amp; Local PEAs</td>
<td>Common and Local PEAs</td>
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<tr>
<td>9</td>
<td>Interim Smarter Balanced &amp; Local PEAs</td>
<td>Common and Local PEAs</td>
<td>Local Performance Assessments</td>
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<td>10</td>
<td>Common and Local PEAs</td>
<td>Interim Smarter Balanced &amp; Local PEAs</td>
<td>Common PEAs</td>
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<tr>
<td>11/12</td>
<td>Smarter Balanced (plus optional SAT)</td>
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<td>Local Performance Assessments</td>
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Table 1. General assessment requirements for the PACE pilot accountability system.
Resources

SCANS Report for America 2000

New Hampshire Minimum Standards for School Approval
• http://education.nh.gov

Strengthening High School Teaching and Learning in New Hampshire’s Competency-Based System

Performance Assessment of Competency Education
• http://education.nh.gov/assessment-systems/pace.htm

New Hampshire State Model Competencies
• http://education.nh.gov/innovations/hs_redesign/competencies.htm
Competency Based Education in New Hampshire

Thank You

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