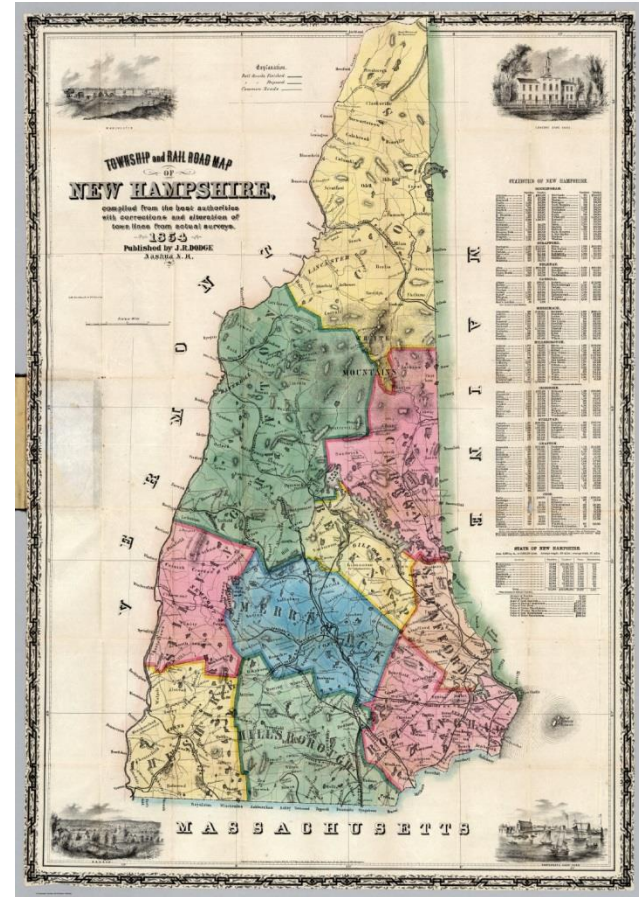


Competency Based Education in New Hampshire

Stan Freeda

State Educational Technology Director

New Hampshire Department of Education

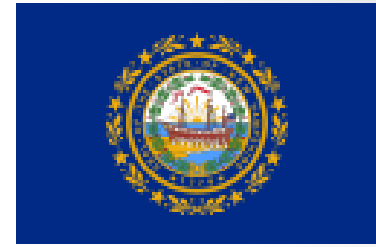


Historic Roots of Competency



- “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.

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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.

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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

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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.

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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

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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.

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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;

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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.

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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.

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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

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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.

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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

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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**.

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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.

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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**;

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New Hampshire State Model Competencies



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](#)

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Performance Assessment of Competency Education (PACE)



White Tailed Deer

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.

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PACE Assessment Schedule 2014-2015 Pilot Districts



Grade	ELA	Math	Science
K-2	Local Performance Assessments	Local Performance Assessments	Local Performance Assessments
3	Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
4	Common and Local PBAs	Smarter Balanced & Local PBAs	Local Performance Assessments
5	Common and Local PBAs	Common and Local PBAs	Common PBAs
6	Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
7	Common and Local PBAs	Smarter Balanced & Local PBAs	Common PBAs
8	Common and Local PBAs	Common and Local PBAs	Local Performance Assessments
9	Interim Smarter Balanced & Local PBAs	Common and Local PBAs	Local Performance Assessments
10	Common and Local PBAs	Interim Smarter Balanced & Local PBAs	Common PBAs
11/12	Smarter Balanced (plus optional SAT)	Smarter Balanced (plus optional SAT)	Local Performance Assessments
	CAPSTONE PERFORMANCE ASSESSMENT		

Table 1. General assessment requirements for the PACE pilot accountability system.

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Resources

SCANS Report for America 2000

- <http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>

New Hampshire Minimum Standards for School Approval

- <http://education.nh.gov>
- <http://education.nh.gov/legislation/documents/ed3062014-min-stands.pdf>

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

- <http://all4ed.org/reports-factsheets/strengthening-high-school-teaching-and-learning-in-new-hampshires-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

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Competency Based Education

in New Hampshire

Thank You

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Lincoln