

Bringing Competency-Based Learning to the Sanborn, NH Regional School District

Results of a Three-Phased Implementation with Participating Educators

During the 2014-15 school year, the New Hampshire Learning Initiative facilitated a course module designed by 2Revolutions and based on Lench, Fukada and Anderson's Essential Skills and Dispositions.

Participating educators were able to better understand their own communication, collaboration, creativity and self-direction skills, and better understand how one becomes an expert within a given skill.

Teachers then were able to test a hypothesis related to something they thought may make a difference for their learners within these essential skills. At the end of the course, the teachers all came together to share their learnings, which enabled them to deepen their own work with their students in the coming year.

Applying These Learnings to NH Education

Based on their learnings from the course, teachers then produced rubrics, goal-setting exercises and explicit instruction and inclusion of one or more Work Study Practices throughout the unit. They are thoughtfully and mindfully woven throughout any of the competency-based efforts that are occurring in New Hampshire.

Within the Performance Assessment for Competency Education (PACE) effort, these Work Study Practices are being included as an integral component. Within our Assessment for Learning Project (ALP) effort, Next Generation Collaborative Learning Design, these Work Study Practices are integral in both the K-2 Unit Replacement work and the K-12 Student Exhibition work.

Outcomes in the Sanborn Regional School District

Four teachers from the Sanborn Regional School District completed a project inspired by research related to Next Generation Learning Challenges' MyWays Student Success Series.

With support from co-authors Dr. Grace Belfiore and Dave Lash, this rigorous research project explored the explicit instruction of communication, collaboration, creativity and self-direction skills, and how that instruction impacted student learning.

This work helped influence our recognition that students' metacognition, self-awareness and ability to adapt was critical for development of any of these skills.

Looking Toward the Future of Competency-Based and Personalized Learning

In our career pathways, Extended Learning Opportunity (ELO), and Career and Technical Education (CTE) work, Work Study Practices are a major component of a student's learning plan. In short, Work Study Practices are the gears that drive any of our competency-based and personalized efforts in New Hampshire.

Additionally, we will be collaborating with Jobs for the Future (JFF) to begin to research and gather qualitative and quantitative data on specifically how our work is benefiting students in the classroom.

These analyses will have a great impact on how we continue to scale this integral effort across our state and beyond.