

KEY TERMS

Competency-based education refers to a systemic approach in which teaching and learning are designed to ensure students advance to the next level only after they demonstrate a mastery of standards. CBE requires schools to provide timely and differentiated support that addresses student needs determined by effective student assessment. “Proficiency-based,” “mastery-based” and “performance-based” are used interchangeably with CBE.

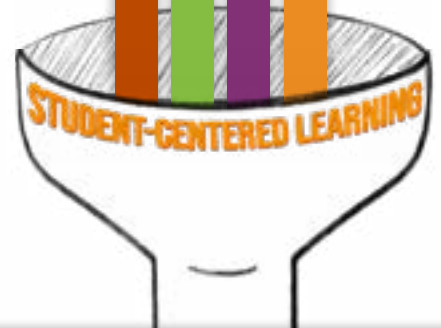
Student-centered learning is a framework for education that is personalized, competency-based, student-driven and connected to real world experiences. Student-centered learning approaches can occur in various settings and are intended to meet students’ diverse and distinct learning needs, interests and cultural backgrounds to support the development of the skills, knowledge and dispositions necessary for success in college, career and civic life.

COMPETENCY-BASED EDUCATION

PERSONALIZED LEARNING

STUDENT AGENCY

REAL WORLD CONNECTIONS



STATE POLICY OPTIONS

Seat-Time Waivers

MICHIGAN allows districts or schools to apply for **seat-time waivers** that exempt innovative education programs from instructional time requirements. This flexibility allows students to demonstrate competency on an expedited timeline or with a more individualized approach.

Credit Flexibility

OHIO’s **credit flexibility** policy permits students to earn credit for demonstrating subject area **competency** in various ways, including through distance learning, work-based learning, independent study, and career and technical education options. Each school district is required to develop a credit flexibility policy that outlines requirements and supports for students, parents and staff who wish to participate.

Pilot Programs

IDAHO enacted **legislation** in 2019 that built upon the state’s CBE pilot program. Previously, statute allowed 20 schools to operate as incubators for mastery-based education. The legislation lifted the cap and **directed** the state department of education to maintain a competency-based education network and develop a plan to scale CBE statewide.

Innovation Zones

COLORADO’s **Innovation Schools Program** provides increased autonomy for schools and districts over educational programming. The **policy** allows a school or district to submit an innovation plan to the state board of education. Upon approval, schools may implement innovative instructional models, including CBE.

Proficiency-Based Diplomas

RHODE ISLAND requires schools to develop **proficiency-based graduation** requirements that are aligned to state standards. State policy permits students to demonstrate mastery in multiple ways, including formative assessment, summative assessments, locally designed assessments, performance assessments, and state and national standardized assessment.

Graduation Pathways

VERMONT established **flexible pathways** to graduation through **Act 77** of 2013. Students can satisfy graduation requirements through work-based learning opportunities, virtual and blended learning, dual enrollment and early college programs. In addition, Vermont’s **proficiency-based graduation** requirements offer high school students flexibility in how they demonstrate mastery of the competency required for high school graduation.

Profile of a Graduate

SOUTH CAROLINA developed a **profile of a graduate** that outlines the competencies needed to graduate ready for college, career and civic life. This profile was used as the foundation of the **SC Competencies Prototype**, which lays out the skills students need to demonstrate mastery of each competency.

Statewide Competencies

NEW HAMPSHIRE developed **minimum standards** for public school approval that are rooted in CBE and its **state model competencies**. New Hampshire **expanded** its competency-based system by developing the Performance Assessment of Competency Education. To evaluate proficiency, **PACE** uses locally developed and administered assessments that are aligned with identified competencies.