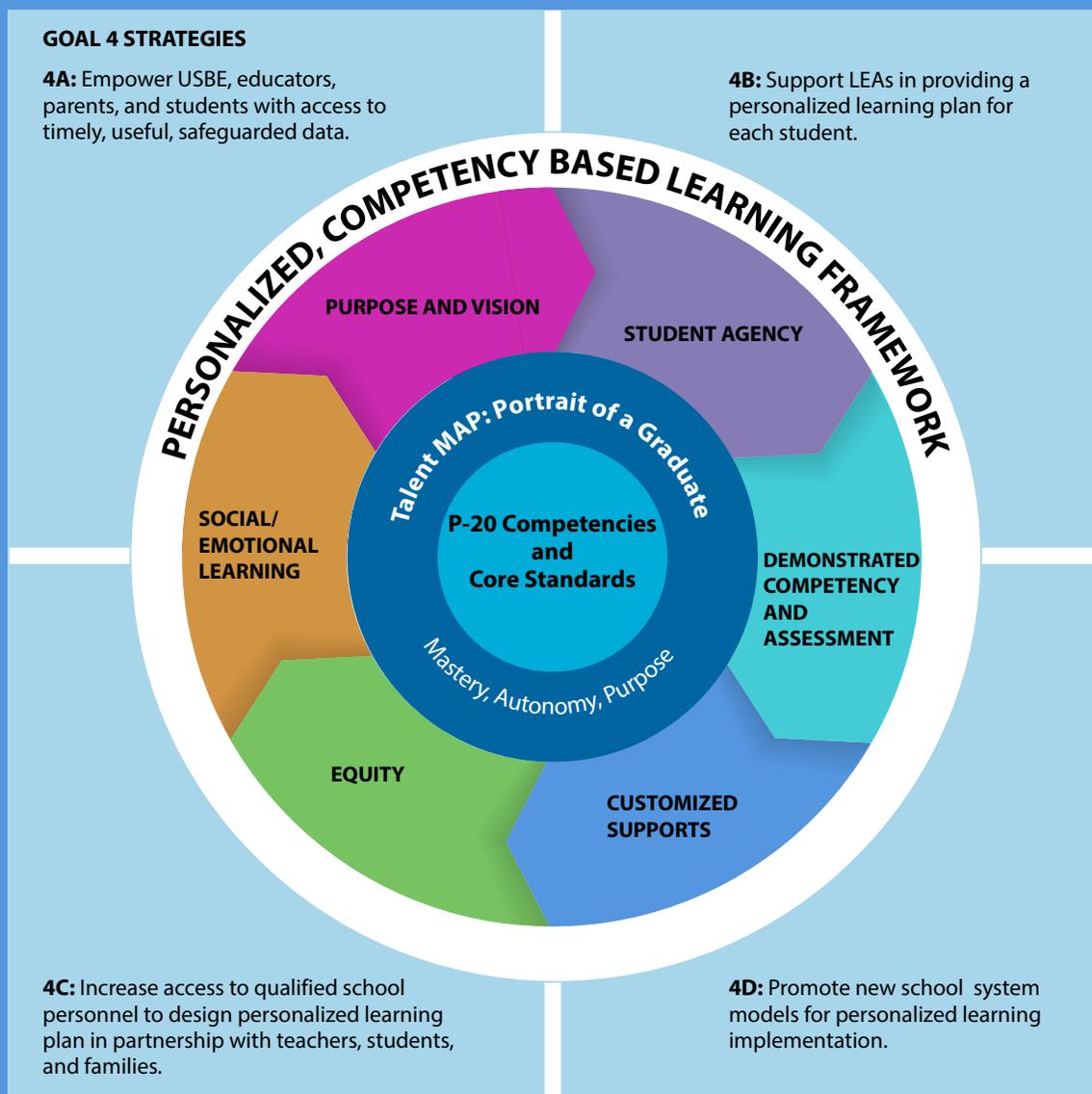


# PCBL FRAMEWORK

USBE Strategic Plan

**GOAL 4: Each student and educator has access to personalized teaching and learning experiences.**



# UTAH'S PERSONALIZED, COMPETENCY BASED LEARNING (PCBL) FRAMEWORK



Utah State Board of Education  
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State Superintendent of Public Instruction

<https://www.schools.utah.gov/curr/competencybased>

AUGUST 2020





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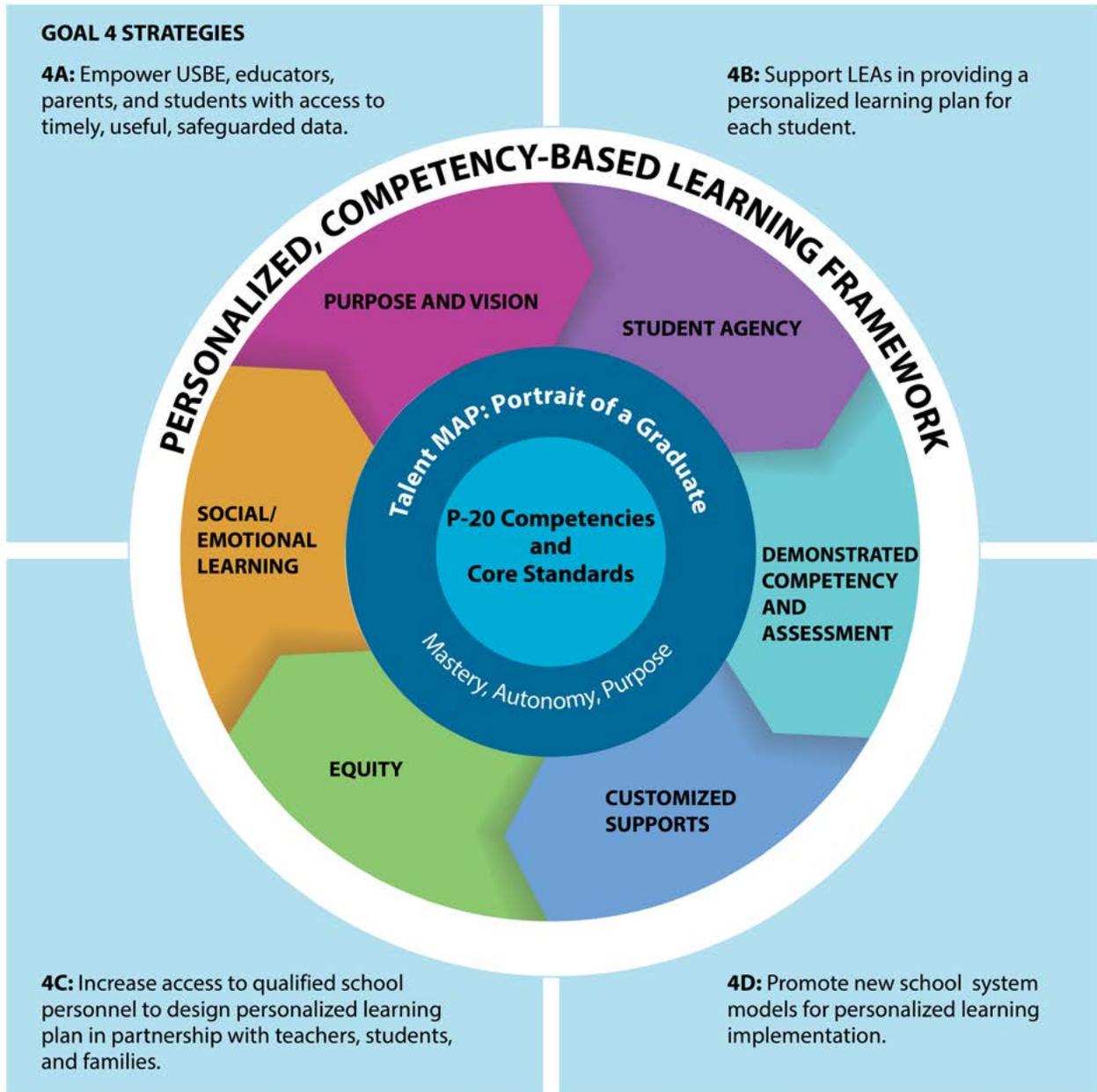
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USBE Strategic Plan

**GOAL 4: Each student and educator has access to personalized teaching and learning experiences.**



The Personalized, Competency Based Learning (PCBL) Framework seeks to create a bridge from the Utah State Board of Education's (USBE) Strategic Plan to the work of educators and students in Utah's classrooms as they work to achieve the learning outcomes as described in Utah's Core Standards.

To achieve this, USBE leverages the strategies below in concert with one another to set the conditions to support schools and districts in facilitating a personalized, competency based learning approach to education.

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## **USBE's Strategic Plan**

**"Personalized Teaching and Learning"** is one of the Board's four goals outlined in the Strategic Plan and has accompanying strategies to support the effort across the agency and state.

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## **USBE's Definition of Personalized Learning:**

Educators engaging all students with high expectations for shared learning goals and empowering each learner to take ownership of their strengths, needs, and interests while tailoring flexible supports to maximize student growth and competence.

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## **Utah Talent MAP: Portrait of a Graduate**

The Utah Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after progressing through the K–12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics (under the categories of Mastery, Autonomy, and Purpose) begin at home and are cultivated in educational settings.

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## **P-20 Draft Competencies**

The USBE is building upon a vision of the Utah Talent MAP (Portrait of a Graduate) by designing competencies. These P-20 competencies create alignment to the Portrait of a Graduate from Preschool to Higher Education. They are grade-banded and ensure high expectations for all students, promote personalized opportunities for all students to demonstrate competency, and help bring the Portrait of a Graduate to life by creating mile markers to support students, teachers, and parents in designing personalized learning pathways.

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## **Competency based Education Grant Program**

The Competency based Learning Amendment passed during

the 2016 General Legislative Session calling for the establishment of a Competency based Education (CBE) Grants Program to improve educational outcomes in Utah public schools.

Given these coordinated initiatives and the creation of this framework, the Utah State Board of Education continues to encourage local innovation for planning, implementing, scaling, and expanding PCBL. As each school and district works to support each student toward realizing the Utah Portrait of a Graduate and being prepared to lead and succeed in any post-secondary pursuit of their choice, it is necessary to leverage opportunities that empower educators to provide learning environments that set clear learning expectations and allow students to advance their learning through differentiated supports and pathways.

# Introduction

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## What is Personalized, Competency Based Learning (PCBL)?

In a personalized, competency based learning system, the following principles influence the daily actions of the educational community:

- ▶ Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- ▶ Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- ▶ Students receive timely, differentiated support based on their individual learning needs.
- ▶ Students progress based on evidence of mastery, not seat time.
- ▶ Students learn actively using different pathways and varied pacing.
- ▶ Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- ▶ Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

(Levine & Patrick, 2019)

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## Why are Utah schools and districts moving towards PCBL?

Personalized, competency based learning provides a gradual transition away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. PCBL strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, early college experiences, and project-based and community-based learning, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.

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## How can Utah educators create PCBL systems?

In a personalized, competency based learning classroom, teachers are moving between groups of learners, facilitating discussions, helping students explore and set goals, or engaging in more explicit instruction with a few students at a time. Their classrooms may offer flexible seating and students participate in decisions about how and where they learn. They may be working independently or in groups based on what they're working on. Ultimately, educators are creating learning conditions that cultivate student learning by being transparent about learning expectations which in turn allows students to know their learning targets and what they need to do demonstrate mastery.

To learn more about the strategies and practices educators can use to cultivate such learning conditions, please review the following sections:

Utah's PCBL Framework Essential Components

Utah's PCBL Framework For Educators

Utah's PCBL Framework for Students

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### Sources

Levine, E. & Patrick, S. (2019). What is competency based education? An updated definition. Vienna, VA: Aurora Institute.

- ▶ <https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

# ESSENTIAL COMPONENTS

## PURPOSE & VISION

Students are immersed in an educational culture of rigorous, high expectations, empowering students to take ownership of their learning and providing flexible supports to maximize student growth and competence. The educational culture is transparent across stakeholder groups, including families, providing clear and consistent expectations, relevant experiences, and opportunities for feedback and direction.

## STUDENT AGENCY

Students assume responsibility for their own learning by creating or co-designing learning experiences through valuing student voice, personal reflection, and with support of educators and families.

## DEMONSTRATED COMPETENCY & ASSESSMENT

Students progress at their own pace based on authentic application of acquired knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of rigorous performance assessments inform student growth, progress and advancement based on high expectations.

## CUSTOMIZED SUPPORTS

Each student is provided appropriate supports in a timely fashion to achieve their potential. These supports are the product of a system of intentional formative assessment strategies and feedback loops that drive a team of collaborative educators to personalize learning paths for students based on their growth or demonstration of competency.

## EQUITY

The equitable distribution of resources based upon each individual student's needs, which includes funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education.

## SOCIAL/EMOTIONAL LEARNING

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to: (a) understand and manage emotions; (b) set and achieve positive goals; (c) feel and show empathy for others; (d) establish and maintain positive relationships; (e) make responsible decisions; and (f) self-advocate.

# Personalized, Competency Based Learning Framework— Educator Perspective

1

PCBL COMPONENTS	UTAH EFFECTIVE TEACHING STANDARDS: Indicators for Teaching	PROMISING PRACTICES
	"EDUCATORS..."	"EDUCATORS..."
<p><b>PURPOSE AND VISION</b></p> <p>Students are immersed in an educational culture of rigorous, high expectations, empowering students to take ownership of their learning and providing flexible supports to maximize student growth and competence. The educational culture is transparent across stakeholder groups, including families, providing clear and consistent expectations, relevant experiences, and opportunities for feedback and direction.</p>	<p><b>3A:</b> Develop learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.</p> <p><b>3B:</b> Collaborate with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.</p> <p><b>3F:</b> Encourage speaking, listening, reading, writing, analysis, synthesis, and decision making in various real-world contexts.</p> <p><b>6B:</b> Select and create learning experiences, both individually and collaboratively, that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.</p> <p><b>8D:</b> Actively investigate and consider new ideas that improve teaching and learning and draw on current education policy and research as sources of reflection.</p> <p><b>9A:</b> Prepare for and participate actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.</p> <p><b>9B:</b> Participate actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning and giving and receiving feedback.</p>	<ul style="list-style-type: none"> <li>▶ Provide messaging that is clear and consistent throughout the system.</li> <li>▶ Use student needs to drive all educational decisions made in a system.</li> <li>▶ Consistently reflect on an embedded data-based decision process at all levels to ensure continuous improvement.</li> <li>▶ Make school data publicly available for all stakeholders to ensure transparency, fairness and responsiveness.</li> <li>▶ Implement school initiatives comprehensively.</li> <li>▶ Orient technology adoption/ implementation that is driven by the objectives of the school community.</li> <li>▶ Develop school policies which reflect a student-centered system, based on supporting every student in defining what success looks like for them and then helping them meet that definition.</li> </ul>

**STUDENT  
AGENCY**

Students assume responsibility for their own learning by creating or co-designing learning experiences through valuing student voice, personal reflection, and with support of educators and families.

**"EDUCATORS..."**

**2C:** Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

**2D:** Creates a learning culture that encourages individual learners to persevere and advance.

**6D:** Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

**"EDUCATORS..."**

- ▶ Leverage standards to create clear targets; flexibility exists in how students take on learning to meet the targets.
- ▶ Provide choices and open-ended opportunities for students to select strategies and tactics for meeting learning goals, allowing students to diverge from their peers as they explore something relevant to their lives.
- ▶ Encourage initiative by creating learning environments that optimize motivation and engagement.
- ▶ Design pathways of learning with assistance of families that promote students' awareness of their current strengths and weaknesses relative to developing a sense of where they want to go, providing opportunities to practice, self-assess, and receive feedback on specific skills. Explicitly link current learning and activities to future academic and career pathways.
- ▶ Support students making informed decisions in a challenging and rigorous learning environment.
- ▶ Open multiple pathways focusing on student voice, choice, and interests.
- ▶ Support student autonomy by helping them to develop crucial skills and knowledge.
- ▶ Help students develop a sense of voice, ownership, and self-determination by providing students autonomy over "time, task, technique, and team" as they tackle learning objectives.

**DEMONSTRATED  
COMPETENCY  
AND ASSESSMENT**

Students progress at their own pace based on authentic application of acquired knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of rigorous performance assessments inform student growth, progress and advancement based on high expectations.

**"EDUCATORS..."**

**4C:** Engages students in applying knowledge, skills, and standards of evidence across disciplines.

**5A:** Designs or selects pre-assessment, formative and summative assessment and strategies in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

**5B:** Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

**5D:** Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

**7C:** Analyzes student errors/misconceptions to redirect and deepen learning.

**8A:** Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

**"EDUCATORS..."**

- ▶ Use a comprehensive assessment system as an essential part of the learning system. Formative assessment loops guide daily instruction. Summative assessments show mastery of application of skills and knowledge; taken when ready and multiple chances to demonstrate mastery.
- ▶ Provide grades (if necessary) as representations of student performance and/or growth strictly (not conflated by behavioral or compliance elements like attendance or participation) to reflect the degree of mastery of the competencies. If students do not earn course credit, records indicate competencies that need to be learned instead of the entire course.
- ▶ Know the performance levels of each student and closely monitor growth and progress of students. Scoring is used to communicate with students and families about their progress in learning.
- ▶ Emphasize learning outcomes that include deep understanding of content knowledge demonstrated through application as well as the skills to be lifelong learners.
- ▶ Spend more time working with individual students on specific needs instead of moving the whole class together through a standard curriculum.
- ▶ Use blended and online learning advanced technologies to address the standards.

**CUSTOMIZED  
SUPPORTS**

Each student is provided appropriate supports in a timely fashion to achieve their potential. These supports are the product of a system of intentional formative assessments and strategies and feedback loops that drive a team of collaborative educators to personalize learning paths for students based on their growth or demonstration of competency.

**“EDUCATORS...”**

- 1A:** Create developmentally appropriate and challenging learning experiences based on individual student’s strengths, interests, and needs.
- 2B:** Design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs.
- 3E:** Extend the learning environment using technology, media, and local and global resources.
- 6C:** Differentiate instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- 7E:** Provide multiple opportunities for students to develop higher-order and meta-cognitive skills.

**“EDUCATORS...”**

- ▶ Structure time around learning outcomes tied to specific work products and student needs. Flexible schedules create opportunities for personalized, asynchronous learning.
- ▶ Provide learning supports that are available just-in-time and in multiple formats.
- ▶ Roam the “room” in order to perform informal assessments and provide targeted supports for groups of students and individuals.
- ▶ Use a system of formalized formative assessment strategies that are intentionally and consistently administered to ensure all supports are targeted and appropriate.
- ▶ Collaborate regarding the provision of supports across classrooms and within a school to ensure the students’ experiences are coherent.

**PCBL  
COMPONENTS**
**UTAH EFFECTIVE TEACHING  
STANDARDS: Indicators for  
Teaching**
**PROMISING  
PRACTICES**
**"EDUCATORS..."**
**"EDUCATORS..."**
**EQUITY**

The equitable distribution of resources based upon each individual student's needs, which includes funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education.

**2A:** Understand individual learner differences and hold high expectations of students.

**3D:** Equitably engage students in learning by organizing, allocating, and managing the resources of time, space, and attention.

**5C:** Make accommodations or adjustments for individual learners (students with disabilities, students learning English, students enrolled in advanced coursework, and students not meeting learning goals).

**6D:** Create opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

**7A:** Practice developmentally, culturally, and linguistically appropriate instructional strategies.

**8E:** Develop a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

**9D:** Work with other school professionals to plan and jointly facilitate learning to meet the diverse needs of learners.

- ▶ Use strategies to ensure equity for all students that are embedded in the culture, structure, and pedagogy of the school and education systems.
- ▶ Organize school systems to provide greater flexibility for learning opportunities which meet students where they are and take advantage of anytime, anywhere learning.
- ▶ Respond and adapt to students using continuous improvement processes.
- ▶ Ensure every student has access from home to online learning (policies, funding models, etc.) and remove barriers that limit enrollment.
- ▶ Demonstrate a commitment to creating the culture, structure, policies and instructional practices that will produce schools that support every student in their journey towards college, career and life readiness.

## "EDUCATORS..."

## "EDUCATORS..."

**SOCIAL/  
EMOTIONAL  
LEARNING (SEL)**

The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to:

- (a) understand and manage emotions;
- (b) set and achieve positive goals;
- (c) feel and show empathy for others;
- (d) establish and maintain positive relationships;
- (e) make responsible decisions; and
- (f) self-advocate.

**1B:** Collaborate with families, colleagues, and other professionals to promote student growth and development.

**7D:** Use a variety of instructional strategies to support and expand each learner's communication skills.

**7F:** Provide opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

**7H:** Use a variety of questioning strategies to promote engagement and learning.

**8C:** Recognize and reflect on personal and professional biases and access resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.

- ▶ Create a common language around SEL competency while strengthening adult SEL competency.
- ▶ Develop expectations and routines in the classroom and school-wide to promote SEL. SEL is incorporated across classroom, school, and community settings.
- ▶ Create welcoming rituals in the classroom to establish inclusion, safety and predictability, and allow connection and sense of belonging for students.
- ▶ Collect and use SEL data to inform decision-making.
- ▶ Allow for self-assessment and self-reflection for both staff and students.
- ▶ Administration takes a strength-based approach to discipline (skills-based instead of punishment-based).
- ▶ Deliver explicit SEL instruction in developmentally appropriate ways using interactive pedagogy.
- ▶ Embed SEL objectives into the curriculum in academic content areas, aligning SEL and academic objectives
- ▶ Use instructional practices and structures that encourage student-led discussions, interactions, and teamwork - including cooperative learning and project-based experiences.
- ▶ Provide students with opportunities to be leaders, problem-solvers, and decision-makers.

# Personalized, Competency Based Learning Framework— Student Perspective

1

PCBL COMPONENTS	LEAP STUDENT FRAMEWORK: Indicators for Learning	PROMISING PRACTICES
<p><b>PURPOSE AND VISION</b></p> <p>Students are immersed in an educational culture of rigorous, high expectations, empowering students to take ownership of their learning and providing flexible supports to maximize student growth and competence. The educational culture is transparent across stakeholder groups, including families, providing clear and consistent expectations, relevant experiences, and opportunities for feedback and direction.</p>	<p><b>“STUDENTS...”</b></p> <p><b>LF.2:</b> Experience learning that is relevant, challenging, contextualized, and designed for their individual needs, strengths, and interests.</p> <p><b>LC.3:</b> Advance opportunities through connections.</p> <p><b>LC.4:</b> Engage in real-world experiences to develop academic skills &amp; knowledge, community and civic engagement, and workplace experience.</p>	<ul style="list-style-type: none"> <li>▶ Demonstrate competency, rather than seat time, as the primary measurement and pace of learning.</li> <li>▶ Access to asynchronous learning opportunities is available 24/7, including time for students to pursue their own interests.</li> <li>▶ Have the opportunity to apply the knowledge they have gained in novel contexts and engage in cognitively rigorous tasks.</li> <li>▶ Experience a range of learning experiences at school, online, and in the community. Diverse partners, including families, create individual learning pathways to accommodate student interests.</li> </ul>

PCBL COMPONENTS	LEAP STUDENT FRAMEWORK: Indicators for Learning	PROMISING PRACTICES
	"STUDENTS..."	"STUDENTS..."
<p><b>STUDENT AGENCY</b></p> <p>Students assume responsibility for their own learning by creating or co-designing learning experiences through valuing student voice, personal reflection, and with support of educators and families.</p>	<p><b>LL.2:</b> Partner in setting their learning goals.</p> <p><b>LL.3:</b> Partner in shaping their learning pathways and experiences.</p> <p><b>LL.4:</b> Assess, monitor, and reflect on their progress.</p> <p><b>LL.5:</b> Advocate for needed support from teachers, peers, technology, and other sources.</p>	<ul style="list-style-type: none"> <li>▶ Have ownership by doing the heavy cognitive work of their learning; they have a voice and make choices with their educators about how they learn best and how they show what they know</li> <li>▶ Focus on metacognition strategies for learning, self-regulation, reflection and ownership, pursuing their passions and ownership of their work.</li> <li>▶ Access curriculum that meets their individual needs, reflects their zone of proximal development, and gives them the opportunity to leverage resources to progress at their personalized rate of learning.</li> <li>▶ Learn by employing effective and flexible strategies that help them to understand, reason, and solve problems.</li> <li>▶ Learn in the ways that are best suited to how they acquire knowledge and according to their needs and interests.</li> <li>▶ Make decisions about the direction of their learning - picking a topic, book, how they want to write the procedures for their lab work, etc.</li> </ul>

PCBL COMPONENTS	LEAP STUDENT FRAMEWORK: Indicators for Learning	PROMISING PRACTICES
	"STUDENTS..."	"STUDENTS..."
<p><b>DEMONSTRATED COMPETENCY AND ASSESSMENT</b></p> <p>Students progress at their own pace based on authentic application of acquired knowledge, essential skills, and dispositions. Timely, effective feedback, and data from a variety of rigorous performance assessments inform student growth, progress and advancement based on high expectations.</p>	<p><b>LD.1:</b> Begin at a challenging level appropriate to their prior knowledge and learning needs.</p> <p><b>LD.2:</b> Receive feedback on effort, process, and mastery throughout every learning <b>experience.</b></p> <p><b>LD.3:</b> Advance or go deeper upon demonstration of mastery.</p> <p><b>LD.4:</b> Demonstrate learning in multiple ways.</p> <p><b>LD.5:</b> Receive recognition based on demonstrated mastery, not time.</p> <p><b>LC.5:</b> Earn valued recognition for all learning, regardless of where and when it happens.</p>	<ul style="list-style-type: none"> <li>▶ Master competencies aligned to post-secondary readiness with clear, transferable learning objectives.</li> <li>▶ Articulate what they must "know and show" to be proficient; assessment is meaningful and a positive learning experience for students.</li> <li>▶ Have options for providing evidence of learning, like portfolios, to help quantify the body of evidence required for showing mastery.</li> <li>▶ Work at a different pace on competency progressions.</li> <li>▶ Ask for support when it is needed instead of waiting until they are failing a class.</li> <li>▶ Engage in a range of learning experiences in flexible formal and informal settings at school, online, and in the community.</li> <li>▶ Access learning experiences that enable progression according to level of mastery.</li> <li>▶ Partner with teachers to develop clear expectations for achievement.</li> </ul>

PCBL COMPONENTS	LEAP STUDENT FRAMEWORK: Indicators for Learning	PROMISING PRACTICES
	"STUDENTS..."	"STUDENTS..."
<p><b>CUSTOMIZED SUPPORTS</b></p> <p>Each student is provided appropriate supports in a timely fashion to achieve their potential. These supports are the product of a system of intentional formative assessment strategies and feedback loops that drive a team of collaborative educators to personalize learning paths for students based on their growth or demonstration of competency.</p>	<p><b>LF.1:</b> Deepen their understanding of themselves holistically, including: academic needs, strengths, interests, cognitive skills (i.e. focus, working memory), identity and culture, and social and community context.</p> <p><b>LL.1:</b> Articulate their needs, strengths, and interests.</p>	<ul style="list-style-type: none"> <li>▶ Request instructional support until they learn concepts and skills and then advance after demonstrating mastery.</li> <li>▶ Receive customized supports both in-school and out-of-school to ensure they stay on pace to graduate.</li> <li>▶ Leverage peers and community members, including families, as a crucial element in supporting the learning of each individual.</li> <li>▶ Provide input in the supports they receive regarding content knowledge, skill, and social emotional growth.</li> </ul>

PCBL COMPONENTS	LEAP STUDENT FRAMEWORK: Indicators for Learning	PROMISING PRACTICES
	"STUDENTS..."	"STUDENTS..."
<p><b>EQUITY</b></p> <p>The equitable distribution of resources based upon each individual student's needs, which includes funding, programs, policies, initiatives, and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education.</p>	<p><b>LC.1:</b> Collaborate with peers, family, educators, and others.</p>	<ul style="list-style-type: none"> <li>▶ Have equitable access to school and the services it provides.</li> <li>▶ Feel supported in meeting high expectations.</li> <li>▶ Hold rigorous, high expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable and transferable.</li> <li>▶ Feel that they have both the power to speak their mind and that their words will be used productively in conversation.</li> <li>▶ Demonstrate valuing the thoughts and ideas of others by engaging in respectful discourse.</li> <li>▶ Have access to grade level content with scaffolded support as necessary.</li> </ul>

PCBL COMPONENTS	LEAP STUDENT FRAMEWORK: Indicators for Learning	PROMISING PRACTICES
	"STUDENTS..."	"STUDENTS..."
<p><b>SOCIAL/ EMOTIONAL LEARNING (SEL)</b></p> <p>The process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to:</p> <ul style="list-style-type: none"> <li>(a) understand and manage emotions;</li> <li>(b) set and achieve positive goals;</li> <li>(c) feel and show empathy for others;</li> <li>(d) establish and maintain positive relationships;</li> <li>(e) make responsible decisions; and</li> <li>(f) self-advocate.</li> </ul>	<p><b>LF.1:</b> Deepen their understanding of themselves holistically including physical, mental health, and social/emotional learning.</p> <p><b>LC.2:</b> Cultivate meaningful relationships.</p>	<ul style="list-style-type: none"> <li>▶ Have opportunities to be leaders, problem-solvers, and decision-makers.</li> <li>▶ Co-develop the social emotional learning competencies (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).</li> <li>▶ Co-cultivate a supportive classroom environment by building community, prioritizing safety, and utilizing student-centered restorative practices.</li> <li>▶ Develop and practice social emotional learning skills through cooperative learning and project-based learning experiences.</li> <li>▶ Engage in opportunities to be leaders, problem-solvers, and decision makers.</li> <li>▶ Deepen their understanding of themselves holistically, including: detailed information about their academic needs and how they learn best; strengths and interests; physical and mental health; social and emotional learning; cognitive skills (i.e. focus, working memory); identity and culture; and social, family, and community contexts.</li> </ul>

# Utah's PCBL Framework Initiative Alignment

To measure the effectiveness of a Personalized, Competency Based Learning system, it is important to identify the correct indicators and the timing for the associated data collection. While student outcomes should remain at the core of evaluating the impact of state programs, many of the recommended indicators below are particularly valuable in measuring innovation and program effectiveness when student outcome data is limited at the outset of planning and implementation.

PROGRAM QUALITY INDICATORS <sup>*4</sup>	
<b>Leading Indicators</b> <i>During Implementation</i>	<b>Student Engagement</b> <ul style="list-style-type: none"> <li>▶ Absenteeism rates</li> <li>▶ Student surveys</li> </ul>
	<b>Instructional Practices</b> <ul style="list-style-type: none"> <li>▶ Teacher survey of instructional practices</li> <li>▶ Administrative observations</li> <li>▶ Teacher turnover by teacher effectiveness</li> <li>▶ External observation for fidelity of implementation</li> <li>▶ Trend in students needing added instructional support/interventions</li> </ul>
<b>Primary Indicators</b> <i>Once Fully Implemented for at Least Three Years</i>	<b>Performance on Local Formative and Benchmark Assessments</b> <ul style="list-style-type: none"> <li>▶ Percent of students demonstrating at least a year's worth of improvement or more in core subject areas</li> <li>▶ Percent of students demonstrating proficiency at a specific level in core subject areas</li> <li>▶ Percent of students on-track to be college/career ready by the end of high school in core subject areas</li> </ul>
	<b>Performance on State Accountability Assessments</b> <ul style="list-style-type: none"> <li>▶ Percent of students making at least a year's worth of growth in tested subject areas</li> <li>▶ Percent of students performing at proficient or above in tested subject areas</li> <li>▶ Percent of students on-track to graduated college/career ready by the end of high school in math and ELA</li> </ul>

<sup>4</sup>Phillips, K. (2018). Excel in Ed's EVALUATING PROGRESS AND IMPACT Transitioning to Student-Centered Learning: Policy Solutions for States. Excel in Ed: Retrieved from <https://www.excelined.org/wp-content/uploads/2018/10/ExcelinEd.Innovation.PersonalizedLearning.TransitioningtoStudentCenteredLearningSeries.Brief4EvaluatingImpact.October2018.2.pdf>

**PROGRAM QUALITY INDICATORS...\***

<p><b>Long-Term Indicators</b>  <i>Student Outcomes</i>  <i>Post- Graduation</i></p>	<p><b>High School Success</b></p> <ul style="list-style-type: none"> <li>▶ Percent of students graduating in 4-years or less</li> <li>▶ Percent of students who have completed a rigorous high school curriculum as defined in R277-700</li> <li>▶ Percent of students proficient in a specific technical skill</li> <li>▶ Percent of students demonstrating college/career readiness:</li> <li>▶ Percent of students performing at the college ready benchmarks on college admissions tests (ACT)</li> <li>▶ Percent of students having earned college credit in high school (CE, AP, IB, etc.)</li> <li>▶ Percent of students who are Career Pathway Completers (3.0 credits in an approved sequence of courses)</li> <li>▶ Percent of students who are Career Pathway Concentrators (1.5 credits in an approved sequence of courses, and the student earns an industry credential of value from an approved list of career and technical education (CTE) pathways)</li> </ul>
	<p><b>Postsecondary Success</b></p> <ul style="list-style-type: none"> <li>▶ Percent of students enrolled in 2- or 4-year college within two years of graduation</li> <li>▶ Percent of students who persisted from their 1st to 2nd year of college within 3 years of graduation</li> <li>▶ Percent of students in 2- or 4-year college who enrolled in at least one remedial course</li> <li>▶ Percent of students with an industry certification</li> <li>▶ Percent of students not enrolled in college who have a full-time job with benefits</li> </ul>

*\* All outcomes should always be disaggregated by subgroups.*

# Extended Learning **Resources**

For extended learning resources, please visit:

<https://schools.utah.gov/curr/pcbl?mid=5288&tid=2>

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