Competency-Based Education

Sometimes called “Mastery Learning”

For Teachers

August 31, 2007 OTED 400, Lec 2a -- Teachers (CBE)

Learning Objectives

- Explain the characteristics of competency based education.
- List Virginia’s four standards of competency-based vocational education

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Why is CBE important?

- It is used in all CTE curriculums.
- The instructional program in CTE is based on competency-based education.
- Teachers have an important role in implementing CBE.

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Characteristics of CBE

- **The competencies included in a program’s instruction are job-relevant.**
  - Prepare students to fill successfully those roles required of them as workers, consumers, family members, citizens of the community, and members of a technological society.

- **Based on research.**
  - Competencies must be based on authoritative research into the work people actually perform on their jobs and in other roles.
  - Competencies identified in national research must be validated at the state and local levels.

- **CBE is task-oriented, not time-oriented.**
  - It is the mastery of a skill, knowledge, or behavior that is important, not the time it takes for a student to learn.
Characteristics of CBE

- Requires instruction in all domains of learning.
  - Students must master competencies related to:
    - hands-on skills (the psychomotor)
    - knowledge areas (the cognitive)
    - behaviors and attitudes (the affective)

The Four CBE Standards

- You must know these.
  - Be able to list them!

CBE Standards in Virginia

- Job-related competencies are identified and stated.
- Competencies are specified to students prior to instruction.
- Criterion referenced measures are used to measure achievement of competencies.
- A system exists for documenting the competencies achieved by each student.
S1: Job-related competencies are identified and stated

- A validated task/competency list for each CTE program.
- A performance objective for each validated task/competency.

S2: Competencies are specified to students prior to instruction

- Requires a system for providing task/competency information to students prior to instruction.
- Teachers must tell their students what the competency consists of and how the student’s performance will be evaluated.

S3: Criterion-referenced measures are used to measure achievement

- A criterion-referenced measure for each validated task/competency.
- A testing and evaluation procedure that tests the performance objective and is criterion-based.
S4: A system exists for documenting the competencies achieved

- Requires a system that has task/competency records/profiles for student achievement
  - Competency Checklists for each student
- Task/competency records/profiles should be a part of the students' official school records.

Another Consideration for Career and Technology Teachers

Virginia’s Standards of Learning

Virginia’s SOL Core Subjects

- Math
- Science
- English
- History/Social Science
- Computer/Technology
SOL Tests

- The high school tests have become graduation requirements (Class of 2004).
- The purpose of these tests is to ensure that students has the knowledge and skills that are required for success in the competitive world of the 21st century.

SOL tests and CTE

- CTE students are expected to pass SOL tests
- CTE teachers are expected to plan to integrate SOL competencies in their lessons as appropriate.
- CTE curriculum guides identify the appropriate CTE competencies that support specific SOL items

Carl Perkins Act for Career and Technical Education

- States must show that students in CTE programs acquire academic competency as well as occupational competency.
- The 2006 Act emphasizes the integration of academic and technical content.
The Virginia State Plan for Career and Technical Education

- 70% of the students enrolled in CTE courses must pass the SOL each year.
- Programs which don’t pass the SOL must show progress on SOL each year until they do meet the 70% standard.

What does this mean?

- CTE teachers now must reinforce the SOL when they teach their CTE classes.
- Schools now require that SOL be identified on lesson plans

Look for . . . Be prepared for . . .

- Not only reinforcing the SOL in your CTE classes, but teaching them where appropriate.
- Not only teaching them but evaluating them during your lessons.
State has helped . . .

- Most recent curriculum guides and task lists incorporate the SOL the curriculum includes . . .
  - Listed on VERSO Virginia's Educational Resource System Online
- But the teacher must determine how they will do this in an appropriate lesson

VERSO

- VERSO is Virginia’s Educational Resource System Online and is free to Virginia public educators.
- It contains the basic elements required of CTE teachers by the Virginia Department of Education and federal Perkins legislation.

VERSOS Virginia’s Educational Resource System Online

- Easy access to CTE curriculum requirements
- Immediately availability of curriculum data from your home or school computer
- Up-to-the-minute currency of data, such as certification information
- Hot links
- Capability for Virginia educators to print parts or all of their instructional frameworks directly from the system.
Local CTE programs are helping too

- Most local school divisions have identified, or are planning to, specific SOL for specific lesson competencies in their locally validated curriculum.

All nice, but . . .

- If teachers don’t teach them, students won’t learn them.
- Curriculum is not worth anything unless
  - teachers teach it
  - and students learn it.

That’s All today folks . . .