

# Observational Framework for Competency-Based Instruction in Kid•FRIENDLy Schools

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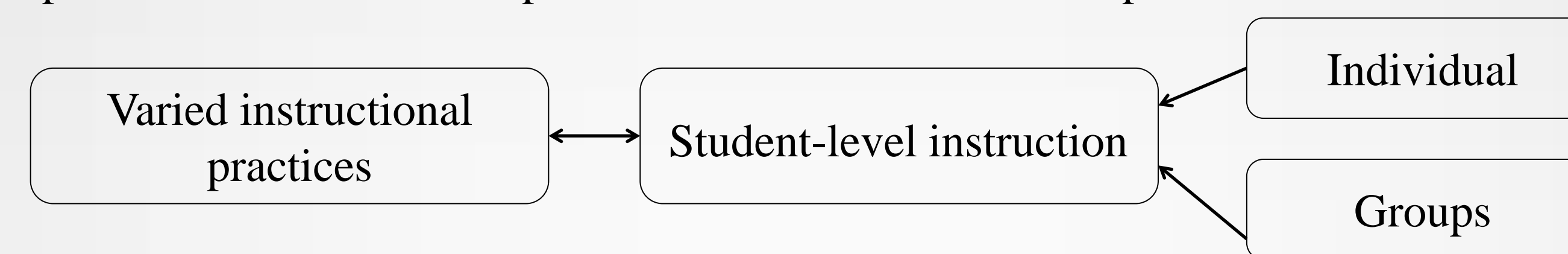
## Theoretical Background

The purpose of this theoretical framework is to provide a foundation on which to build a protocol for evaluating the Kid•FRIENDLy program. This program, funded by the Race to the Top through the U. S. Department of Education, has the ultimate goal of increasing student achievement through leadership and research-based instructional practices. Competency-based instruction is an important component of the larger Kid•FRIENDLy.

The seminal understanding of competency-based instruction can be extrapolated from the foundational work of Bloom (1968) and Keller (1968). Bloom’s model of **learning by mastery** emphasizes designing instruction around clear and meaningful standards. Students should demonstrate progressive achievement, regardless of prior achievement. This level of achievement would require that instruction change from whole-class instruction to *differentiated instruction* tailored to the needs of the students. In a practical sense, Keller developed the initial format of *self-paced instruction*. Students are provided with instructional materials and resources, including time in class. Keller also wrote on the value of *assessment* and its uses in instructional practices.

## Advancement Through Mastery

At its core, competency-based instruction promotes students achievement by encouraging the student to firmly achieve in one respect before moving on to more complex material or a different topic. Clearly *differentiated instruction* is the most practical tool for this component. It follows that certain aspects would be observable:



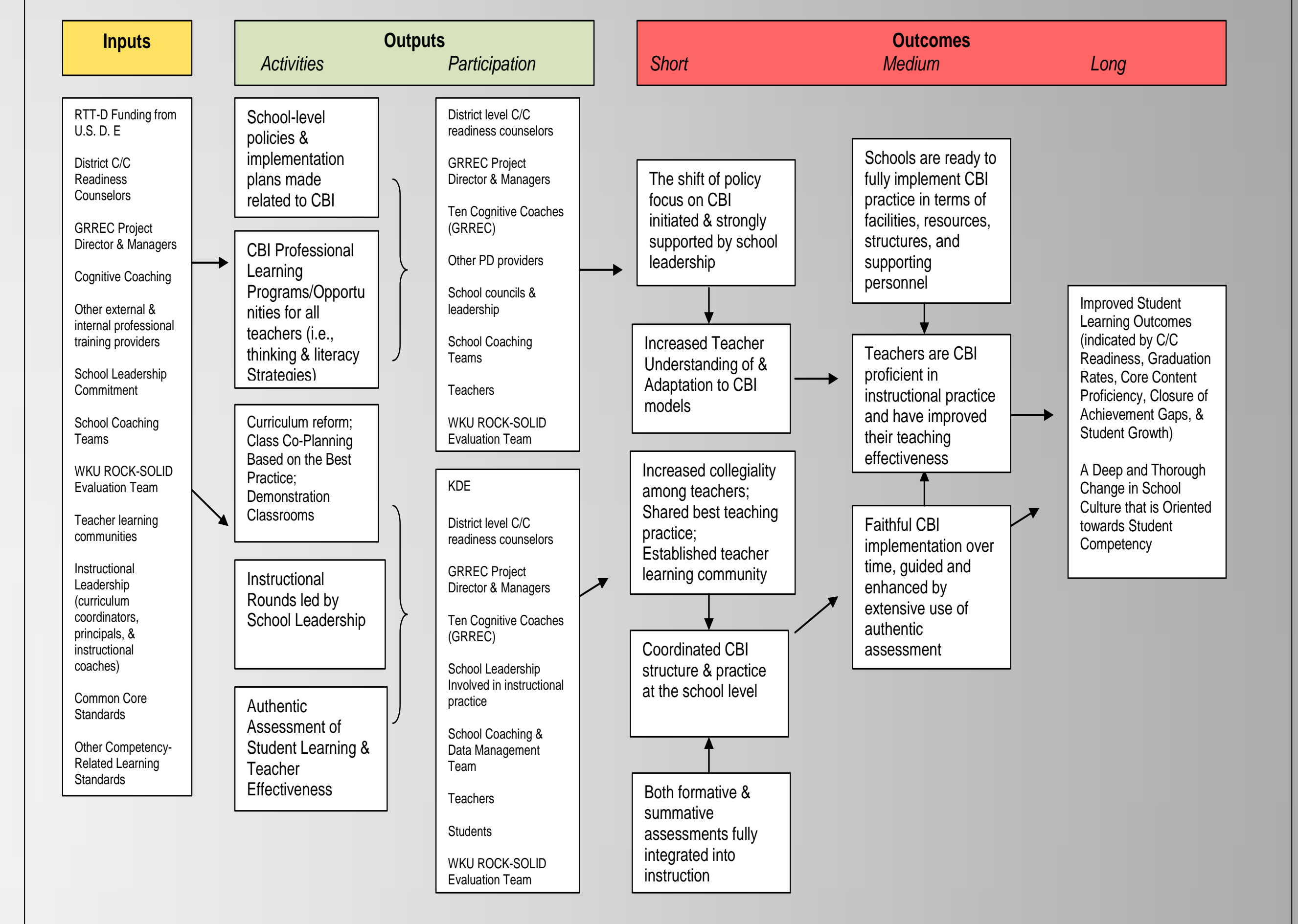
## Learning Objectives

In accordance with frameworks for effective teaching by Danielson (2007) and Marzano, Fronteir, and Livingston (2011), clear objectives derived from local, state, and national standards are essential for instructional design *and* student learning. If competency-based instruction is the prime pedagogical factor, then specific components would be observable:

Lesson objectives are present and clear

Students understand the objective of the lesson

## CBI Logic Model



## Central Components

Competency-Based Instruction

Advancement through curriculum occurs through mastery

Learning objectives are learnable and manageable by the learner

The teacher and the learner utilize various assessments regularly throughout instruction

## Varied Assessments

Characteristics	Common Activities /Strategies	Indicators
Flexibility	Prior Learning Assessment (PLA)	<b>PLAs</b> test what students have learned <b>before and outside of the classroom</b> related to certain subject matters
Authenticity	Performance Assessments	Authentic Tasks Performer-friendly Feedback
Promoting Student Understanding	Performance Assessments	“Five Facets of Understanding”
Demonstration of Student Learning	Assessment Portfolio	Quiz Prompt Performance Task Project
Assessment <i>as</i> Learning	Performance Assessment/Portfolio/Project-Based Assessment	Self-Monitoring Self-Correction /Adjustment Randomization
Individualized Diagnostics	computer-based testing	Interactive interface Formative/Summative Objective Questions Practical Assessment Checklist & Rating Scales
Criterion-referenced	Modular Assessment	Modular Examination Performance Logbook Record keeping Form Student Employability Skills Inventory
Peer Involvement	Peer Assessment	Peer Review Peer Reflection

## Next Steps

The goal of this theoretical framework is to guide the construction of an observation protocol. This protocol will be used to evaluate fidelity level of competency-based instruction implemented in Kid•FRIENDLy schools. While observational protocols exist for evaluating instruction (Danielson, 2007; Marzano, Frontier, & Livingston, 2011), these protocols do not specifically address or evaluate competency-based instruction. Once developed, the observational protocol would be evaluated for reliability and validity. Ultimately, this observation protocol will serve as a critical tool of the implementation evaluation of the Kid•FRIENDLy program.

### References

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