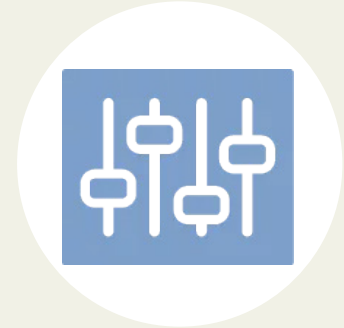


Competency-based Education

Utah Schools for the Blind and the Deaf – Creating the Right Content for Your Student Population

How does your organization define competency-based education?

We view competency-based education as how you measure student progress on individual skills within a given curriculum. Personalized learning is the approach to teaching that allows you to measure competency.



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http://digitalpromise.org/cbe_resource/utah-school-blind-deaf-data-leveraging-a-data-and-tracking-system-to-measure-progress/

Overview

In most districts there are tools that have broken down the content into smaller manageable steps that can be measured. Although that information is helpful, often there are times when they do not break down information in a way that is appropriate for deaf, blind and deaf-blind students. Therefore, USDB needs to create our own content that breaks down content in a manner that is more appropriate for our student populations.

In November, 2016, we began using Canvas as a learning management system to store the content our teachers are constantly adapting, creating and recreating. Many do so without technology, but by providing this tool, teachers will have another opportunity to develop content that meets the needs of their students even when they are not physically in the classroom. It is our hope that students can demonstrate competency using the Canvas tool when they are not in a brick and mortar building.

During the summer of 2017, USDB will be providing financial incentives for teachers to create their own coursework.

This toolkit was developed through a partnership between



To learn more, visit digitalpromise.org/cbe

Rationale

Our students are limited in their access to many of the online curriculums because they do not have closed captioning or interpreting. Therefore, we need to create this curriculum on our own to make it appropriate for our students.

Outcomes

Thusfar, the teachers have seemed very positive about using the Canvas platform and some have begun to play in the tool. As summer is approaching many teachers have expressed a desire to create coursework to receive the financial benefit.

Trade-offs

We don't believe moving content online forces anyone to give up anything. This is simply and enhancement to what we are already using.

Considerations

When creating modular content, always include closed captioning on videos to allow for accessibility.

Artifacts

We are open to sharing examples of coursework developed by our teachers for deaf, blind, and deaf-blind students.