WHAT DO DISTRICTS THINK ABOUT WHEN IMPLEMENTING CBE?

**STAKEHOLDER OUTREACH & INPUT**
- **Student/Family Input:** Shared purpose and vision established across the community
- **School Leader/Teacher Input:** Timely, differentiated support for students
- **District/School Board Input:** Modular content aligned to learning objectives
- **Community/Business Input:** Students as self-directed learners

**CURRICULUM & INSTRUCTION**
- **Timely, differentiated support for students:** Defined learning objectives
- **Modular content aligned to learning objectives:** Defined rubrics for demonstrating understanding
- **Collaborative learning experiences for students:** Assessment experiences focused on knowledge transfer
- **Students as self-directed learners:** Flexible assessment schedule

**STANDARDS & ASSESSMENT**
- **Defined learning objectives:** Hardware, software, & network investments
- **Defined rubrics for demonstrating understanding:** District policies for grading, credits, & advancement
- **Assessment experiences focused on knowledge transfer:** Data systems to track progress
- **Flexible assessment schedule:** State waivers, higher education connections

**INFRASTRUCTURE & POLICY**
- **Hardware, software, & network investments:** Flexible assessment of clear learning targets
- **District policies for grading, credits, & advancement:** Advancement through system is based on mastery, not seat time
- **Data systems to track progress:** State waivers, higher education connections
- **Flexible assessment of clear learning targets:** Advancement through system is based on mastery, not seat time

**SUPPORT, STAFFING, & SCHEDULING**
- **Professional learning plans mirroring CBE principles:** Coaching for CBE teaching, curriculum, & assessment
- **Coaching for CBE teaching, curriculum, & assessment:** Staffing models to support CBE
- **Staffing models to support CBE:** Schedules & calendars designed for CBE
- **Schedules & calendars designed for CBE:** Professional learning, roles, and schedules are designed to support CBE and based on CBE principles
### WHAT DO DISTRICTS THINK ABOUT WHEN IMPLEMENTING CBE?

<table>
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<tr>
<th>STAKEHOLDER OUTREACH &amp; INPUT</th>
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<tbody>
<tr>
<td>Are the opinions, strengths, and challenges that students and families face taken into account in CBE work?</td>
<td>Are teachers able to deliver timely, differentiated support for students?</td>
<td>Are there clear learning objectives that outline what students should know and be able to do in courses?</td>
<td>Are hardware, software, or network investments appropriate to support CBE?</td>
<td>Do professional learning plans for teachers, leaders, and other staff align with CBE principles?</td>
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<td>Are the opinions, strengths, and challenges that school leaders and teachers face taken into account in CBE work?</td>
<td>Is offline and online content organized to align with learning objectives?</td>
<td>Are there common criteria by which student proficiency will be assessed in courses?</td>
<td>Are district policies for grading, credits, &amp; advancement updated to account for a CBE approach?</td>
<td>Is coaching for CBE teaching, curriculum design, and assessment available for staff?</td>
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<td>Are the opinions, strengths, and challenges that district employees and school board members face taken into account in CBE work?</td>
<td>Are students learning to work collaboratively?</td>
<td>Are assessments designed to focus on knowledge transfer?</td>
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<td>Are school and district staffing models appropriate for supporting a CBE approach?</td>
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<td>Are the opinions, strengths, and challenges that community and business leaders face taken into account in CBE work?</td>
<td>Are students learning the skills necessary to become self-directed learners?</td>
<td>Does the availability of assessments allow for retakes or progression through courses at different paces?</td>
<td>Are there state or higher education policies that need to be taken into account as part of a transition to a CBE approach?</td>
<td>Are bell schedules and year-long calendars appropriately designed for a CBE approach?</td>
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- **Shared purpose and vision established across the community**
- **Targeted support and resources available for all students; learning occurs independently & collaboratively**
- **Flexible assessment of clear learning targets is focused on transferable knowledge**
- **Advancement through system is based on mastery, not seat time**
- **Professional learning, roles, and schedules are designed to support CBE and based on CBE principles**