

WHAT DO DISTRICTS THINK ABOUT WHEN IMPLEMENTING CBE?





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STAKEHOLDER OUTREACH & INPUT	CURRICULUM & INSTRUCTION	STANDARDS & ASSESSMENT	INFRASTRUCTURE & POLICY	SUPPORT, STAFFING, & SCHEDULING
Are the opinions, strengths, and challenges that students and families face taken into account in CBE work? Student/Family Input	Are teachers able to deliver timely, differentiated support for students? Timely, differentiated support for students	Are there clear learning objectives that outline what students should know and be able to do in courses? Defined learning objectives	Are hardware, software, or network investments appropriate to support CBE? Hardware, software, & network investments	Do professional learning plans for teachers, leaders, and other staff align with CBE principles? Professional learning plans mirroring CBE principles
Are the opinions, strengths, and challenges that school leaders and teachers face taken into account in CBE work? School Leader/ Teacher Input	Is offline and online content organized to align with learning objectives? Modular content aligned to learning objectives	Are there common criteria by which student proficiency will be assessed in courses? Defined rubrics for demonstrating understanding	Are district policies for grading, credits, and advancement updated to account for a CBE approach? District policies for grading, credits, & advancement	Is coaching for CBE teaching, curriculum design, and assessment available for staff? Coaching for CBE teaching, curriculum, & assessment
Are the opinions, strengths, and challenges that district employees and school board members face taken into account in CBE work? District/School Board Input	Are students learning to work collaboratively? Collaborative learning experiences for students	Are assessments designed to focus on knowledge transfer? Assessment experiences focused on knowledge transfer	Are data systems updated to account for a CBE approach? Data systems to track progress	Are school and district staffing models appropriate for supporting a CBE approach? Staffing models to support CBE
Are the opinions, strengths, and challenges that community and business leaders face taken into account in CBE work? Community/ Business Input	Are students learning the skills necessary to become self-directed learners? Students as self-directed learners	Does the availability of assessments allow for retakes or progression through courses at different paces? Flexible assessment schedule	Are there state or higher education policies that need to be taken into account as part of a transition to a CBE approach? State waivers, higher education connections	Are bell schedules and year-long calendars appropriately designed for a CBE approach? Schedules & calendars designed for CBE
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



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