

Please join us on Wednesday, November 1st, 2017 at 9 am for another webinar in our Competency Based Education Webinar Series. We are excited to be learning more about CBE through the eyes of two New Hampshire educators, Brian Stack and Jonathan Vander Els, who have been instrumental in leading the way at Sanborn Regional School District, one of the national leaders in the K-12 CBE movement.

Please see below for information on how to log into the Webinar. You will also read about Brian and Jonathan and about their recently published book, **Breaking with Tradition: The Shift to Competency-Based Learning in PLCS at Work.**

Webinar login information

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/427339021>

You can also dial in using your phone.

United States: +1 (786) 358-5417

Access Code: 427-339-021

First GoToMeeting? Let's do a quick system check:<https://link.gotomeeting.com/system-check>

Information about our guests

Brian M. Stack, MEd, is principal of Sanborn Regional High School in Kingston New Hampshire. Since 2010, Brian has been a member of the research, design, and implementation team for Sanborn Regional School District's nationally recognized K-12 competency-based learning system. Brian is the recipient of the 2017 Charles A. Napoli New Hampshire Secondary School Principal of the Year award.

Jonathan G. Vander Els, MEd, is the director of innovative projects for the New Hampshire Learning Initiative, an organization dedicated to seeding and supporting innovation and personalized learning in New Hampshire schools. Formerly, Jonathan was principal of Memorial Elementary School in Sanborn Regional School District in New Hampshire. Under his leadership, Memorial became a nationally recognized model professional learning community (PLC) on AllThingsPLC and competency-based learning elementary school. Jonathan is also involved in the New Hampshire Performance Assessment of Competency Education, a first-of-its-kind accountability and assessment waiver granted by the U.S. Department of Education.

The above information is taken from the newly released book, authored by Brian and Jonathan: **Breaking with Tradition: The Shift to Competency-Based Learning in PLCS at Work.** https://www.solutiontree.com/breaking-with-tradition.html?utm_source=ST-2017&utm_medium=sig&utm_content=32744

https://www.amazon.com/Breaking-Tradition-Competency-Based-Learning-Student-Centered/dp/1943874891/ref=sr_1_1?ie=UTF8&qid=1508003570&sr=8-1&keywords=breaking+with+tradition

The following information is taken from the Amazon link above:

Foreword by Chris Sturgis

Shifting to a competency-based curriculum allows educators to revolutionize education by replacing traditional, ineffective systems with a personalized, learner-centered approach. Throughout the resource, the authors explore how the components of PLCs promote the principles of competency-based education and share real-world examples from practitioners who have made the transition to learner-centered teaching. Each chapter ends with reflection questions readers can answer to apply their own learning progression.

By reading this book, K-12 administrators, school leaders, and teacher leaders will:

- Evaluate the qualities of true competency-based schools and the flaws in traditional schooling.
- Consider the foundational role that PLCs have in establishing the competency-based approach and promoting learning for all.
- Gain tips for successfully implementing student-centered practices for learning competencies and performance assessment and grading.
- Explore real school experiences that highlight the processes and challenges involved in moving from traditional to competency-based school structures
- Access reproducible school-design rubrics appropriate for the five design principles of competency-based learning.

Contents:

Introduction

Chapter 1: Understanding the Components of an Effective Competency-Based Learning System

Chapter 2: Building the Foundation of a Competency-Based Learning System Through PLCs

Chapter 3: Developing Competencies and Progressions to Guide Learning

Chapter 4: Changing to Competency-Friendly Grading Practices

Chapter 5: Creating and Implementing Competency-Friendly Performance Assessments

Chapter 6: Responding When Students Need Intervention and Extension

Chapter 7: Sustaining the Change Process