

## Applications Now Open: Rethinking K-12 Educational Models - Colloquium

Over the next three years, 30 school leadership teams will participate in a series of colloquia that will explore and pilot competency-based education, knowledge rich curriculum, and whole child approaches to instruction to support a continuum of learning.

Funding for this opportunity is made possible through the South Dakota Department of Education's Rethinking K-12 Education Models (REM) grant.

### Leadership Team Participants

- Administrator (1)
- General Education Classroom Teachers (2)
- Special Education Teacher/Director (1)
- School Board Member/Superintendent (1)
- Parent (1)

### Additional Information

- The three-year program includes a colloquium in the spring, summer, and fall.
  - Each year of the colloquium is considered a 3-credit course.
- Classroom teachers will be able to earn a 9-Graduate Credit Certificate through SDSU.
- Texts and resources will be provided
- Travel expenses to participate in the colloquium are included
- **There will be a second cohort beginning in the Summer of 2022.**
  - **Interested schools are encouraged to start the application process now.**
  - **Dates for colloquium workshops are**
    - **Summer 2022 (4 days)**
    - **Fall 2022 (2 days)**
    - **Spring 2023 (4 days)**
    - **Summer 2023 (4 days)**
    - **Fall 2023 (4 days)**
    - **Spring 2024 (3 days)**

**To Apply:** Fill out this [application](#). Applications consist of both narrative and Likert scale questions. The narrative questions are as follows:

- If you were designing the ideal profile of a graduate from your school, please list three qualities you would describe and explain.
- How would you describe the ideal learning experience for your students?
- Describe a current or recent instructional initiative that your school has implemented and provide evidence of the impact in your school/district.
- How does competency-based education fit in the larger concept of student-centered (customized) learning?

- Talk about your school/district’s commitment to allocate time/days during the school year and summer for teachers to build their capacity and design curriculum to support customized and competency-based learning.
- Technology plays a role in leveraging learning opportunities. Tell us about your perception of technology and its use as a teaching tool.
- If you are chosen to participate in the colloquium, how will that result in a sustainable change to the learner experience?

**Memo of Understanding:** If selected, participants will be asked to commit to attending the eight colloquia, implement learned practices, and complete data questionnaires by Marzano Research.

Please contact Dr. Cari Kennedy ([ckennedy@tie.net](mailto:ckennedy@tie.net)) for more information.

**Colloquium Topics**

<b>Year One</b>	Building a foundational understanding of competency-based education through exploration of the history, purpose, and research underpinning the approach. There will also be considerable discussion and examination of the culture-building process with school stakeholders which is necessary to any program.
<b>Year Two</b>	Focuses on the process of planning and implementing competency-based learning programs in schools. There will be specific consideration in the learning with technology, shared-definition and leadership, blended learning, and classroom environment in the competency-based setting. This course will include site-visits to schools which have implemented personalized, competency-based programs. A key theme will be how to include stakeholders (students, parents/guardians, teachers, admin, staff, and community members) in the development and implementation of competency-based programs.
<b>Year Three</b>	Focuses on the use of data and evaluation to make decisions in the competency-based setting. Specifically, there will be assignments and discussions which consider types of assessment, program evaluation, funding and external support, continual community and family involvement, and reflective practices. Significant time will be on how to continue and improve communication with stakeholders (students, parents/guardians, teachers, admin, staff, and community members).