

## **Applications due March 15: 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**

- One administrator
- Two general education classroom teachers
- One special education teacher/director
- One school board member/superintendent
- One parent

### **Additional Information**

- The three-year program includes a two-day colloquium in the spring and fall of each year and a three-day colloquium in the summer of each year.
  - Each year of the colloquium is considered a three-credit course.
- The first colloquium will be held in late June 2021.
- Classroom teachers will be able to earn a certificate worth nine graduate credits through South Dakota State University.
- Texts and resources will be provided.
- Travel expenses will be included.

**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?

Applications are due by March 15 and will be reviewed by a selection committee. Thirty schools will be chosen to take part in the colloquium by April 30.

**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 definitions, 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, administrators, 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 spent on how to continue and improve communication with stakeholders (students, parents/guardians, teachers, administrators, staff, and community members).   |