



To CBE or Not to CBE?

September 2023: East Peoria, IL
CTAE: Stronger Together

SESSION PRESENTERS



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HBI PACT Certificate



Hereby recognizes that

has successfully completed the HBI Pre-Apprenticeship Certificate Training (PACT) based on the National Association of Home Builders Residential Construction Standards.

Level: CORE

Date Achieved: 04/25/2023

A handwritten signature in black ink, appearing to read "Edward P. Brady", written over a horizontal line.

Edward P. Brady
President & CEO



A handwritten signature in black ink, appearing to read "Gerald M. Howard", written over a horizontal line.

Gerald M. Howard
NAHB President & CEO

Partnering with
National Association of Home Builders

Congratulations! You achieved the Pre-Apprentice Certificate Training (PACT) CORE certificate, reaching 80% or higher proficiency in the following student learning objectives:

SAFE WORKING PRACTICES AND JOBSITE

- Describe and practice safe use of hand and power tools.
- Distinguish between safe and unsafe installation practices.
- Inspect work area to ensure a safe working environment.
- Identify hazardous conditions associated with tools and equipment, work areas and chemicals/supplies.
- Select and wear proper safety attire on the jobsite including PPE.
- Accept the responsibility of the personal safety of other workers.
- Demonstrate the ability to report all injuries immediately to the instructor.
- Demonstrate personal and shop safety rules/OSHA regulations.
- Demonstrate compliance with drug-free workplace regulations.
- Locate and operate fire safety equipment.
- Demonstrate safe use of ladders and scaffolding.
- Demonstrate safe fall protection procedures and equipment use.
- Demonstrate the ability to properly lift and carry construction materials.
- Identify locations of all first aid equipment and materials.
- Demonstrate basic first aid practices.

BASIC CONSTRUCTION MATH

- Read a rule to the nearest 16th of an inch.
- Calculate whole numbers, fractions and decimals using addition, subtraction, multiplication, and division.
- Add, subtract, multiply, and divide measurements using measuring tools.
- Calculate square foot and lineal foot measurements.
- Apply specific formulas for estimating materials.

PRINT READING

- Read and interpret basic construction prints.
- Identify basic architectural symbols and abbreviations.
- Demonstrate proper use of tools used to determine square, plumb and level.

POWER TOOLS – IDENTIFICATION AND USE

- Demonstrate the proper use, care, and maintenance of power tools/equipment.
- Describe safety rules for each power tool.
- Identify/select appropriate power tools for specific tasks in carpentry, electrical, plumbing, brick masonry, landscaping, BCT – facilities maintenance, painting and finishing.

HAND TOOLS

- Demonstrate the proper use, care, and maintenance of hand tools.
- Describe safety rules for each hand tool.
- Demonstrate proper use of measurement tools.
- Demonstrate the proper use, care, and maintenance of ladders and scaffolding.
- Identify/select appropriate hand tools for specific tasks in carpentry, electrical, plumbing, brick masonry, landscaping, BCT – facilities maintenance, painting and finishing.

CONSTRUCTION MATERIALS – IDENTIFICATION AND USE

- Demonstrate the proper use, storage, and handling of materials, chemicals, and compounds used in various trade areas.
- Identify/select appropriate construction equipment and materials for specific tasks in carpentry, electrical, plumbing, brick masonry, landscaping, BCT – facilities maintenance, painting and finishing.



PREPARING FOR THE WORKFORCE

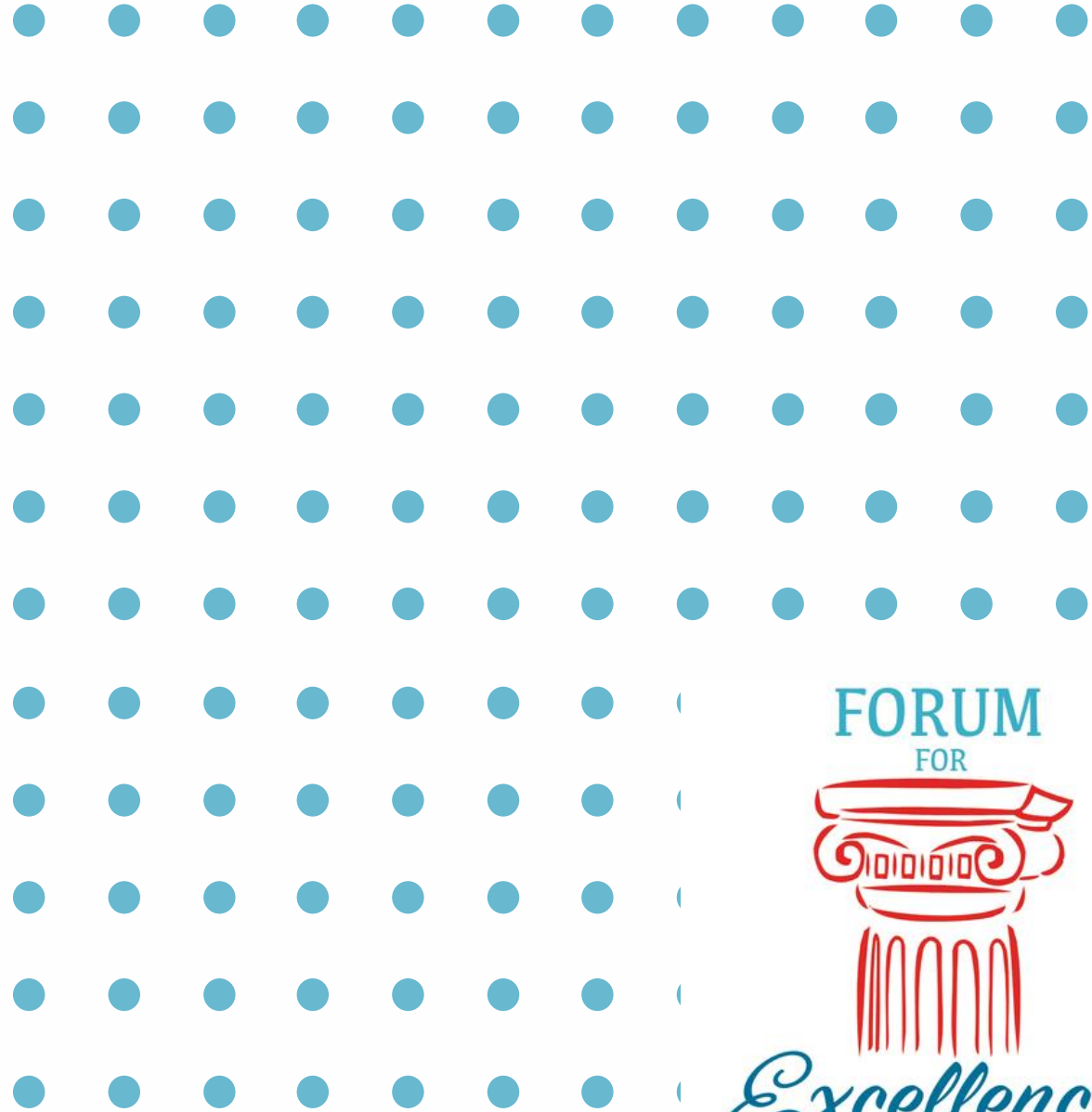
- Obtain documentation for employment.
- Obtain government-issued driver's license.
- Identify and describe industry-related job qualifications.
- Use media, internet, and other resources to contact employers for job opportunities.
- Practice and successfully complete a job application.
- Create a resume.
- Practice and interview for a job.
- Follow up with employers about interview and job.

PROFESSIONALISM IN THE WORKPLACE

- Demonstrate compliance with a drug-free workplace.
- Respond appropriately to supervision.
- Follow written and verbal directions.
- Complete assigned tasks.
- Work safely.
- Dress appropriately for work.
- Arrive for work on time.
- Shows respect for tools, materials and other's property.
- Work as a team member with diverse races, sexes, ages, and cultures, treating all with respect.

What is Competency-Based Education (CBE)?

- Competency-based education (CBE) is focused on student learning and the application of that learning, rather than time spent in class/on material.
- Learners' progress is measured when they demonstrate their competence through a system of rigorous assessments to demonstrate that they have mastered the knowledge and skills required for a particular competency





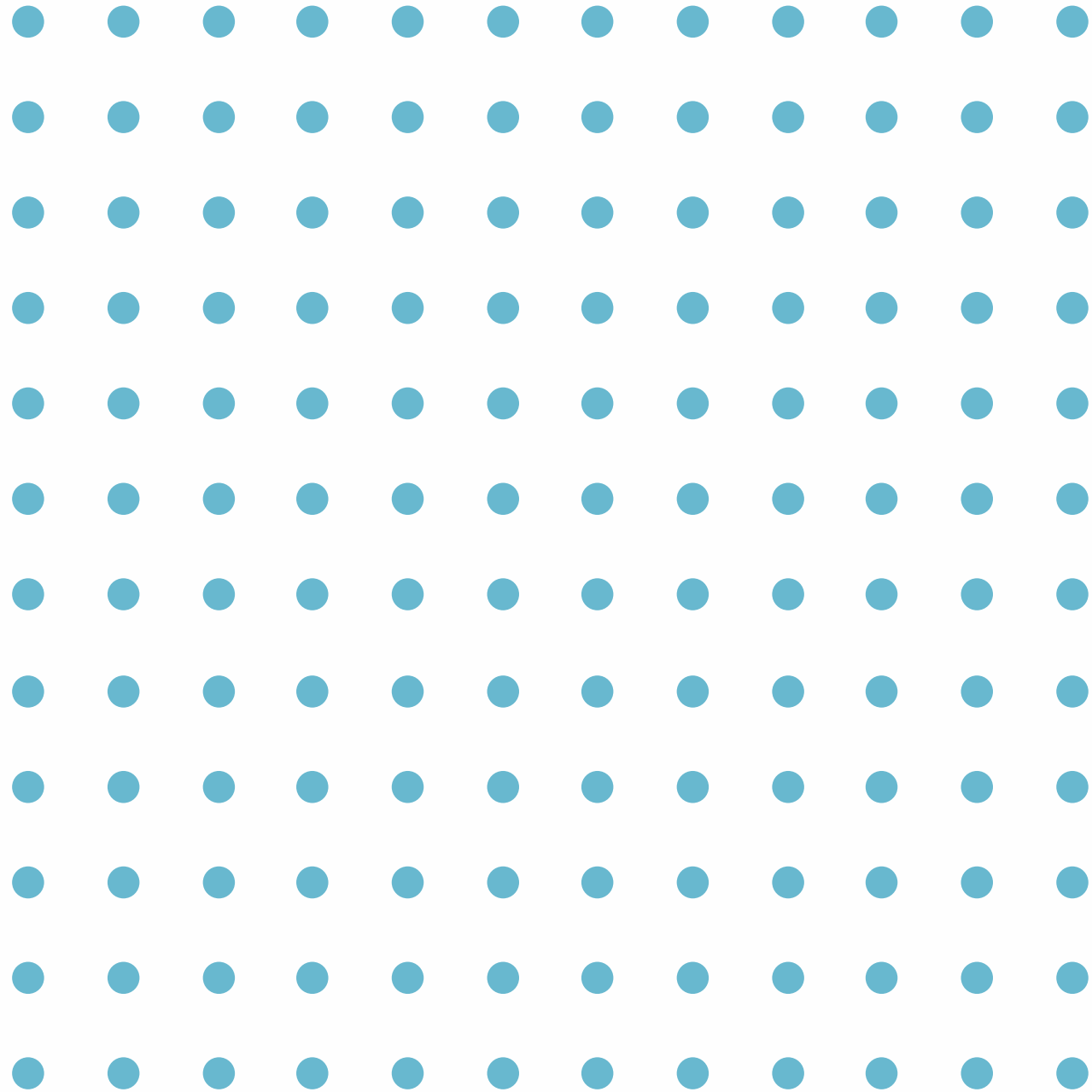
Core Features

1. Clear, specific learning targets for what learners should know and be able to do with mastery or proficiency to be able to advance.
2. Assessment, support, and monitoring of individual learners' progress as they work toward meeting targets. Includes a personalized approach to wraparound supports.
3. Time is variable, learning is fixed – allows for flexible pacing for learners who are ready to move more quickly or who need more time to achieve competency.



Why CBE???

- Competencies makes learning transparent for students and instructors and employers...
- Clear learning targets will improve learners' intrinsic motivation and self-efficacy.
- The achievement and documentation of competencies will allow for greater access and flexibility – and ability to enter via on- and off-ramps in a way that preserves what was learned for learners.



Our Journey

L&C also starting the journey to CBE; began with welding; moving to ECE, General Ed, etc.

Construction pathway gave us experience that we could expand upon

Submitted and were awarded IBTP to get training and explore

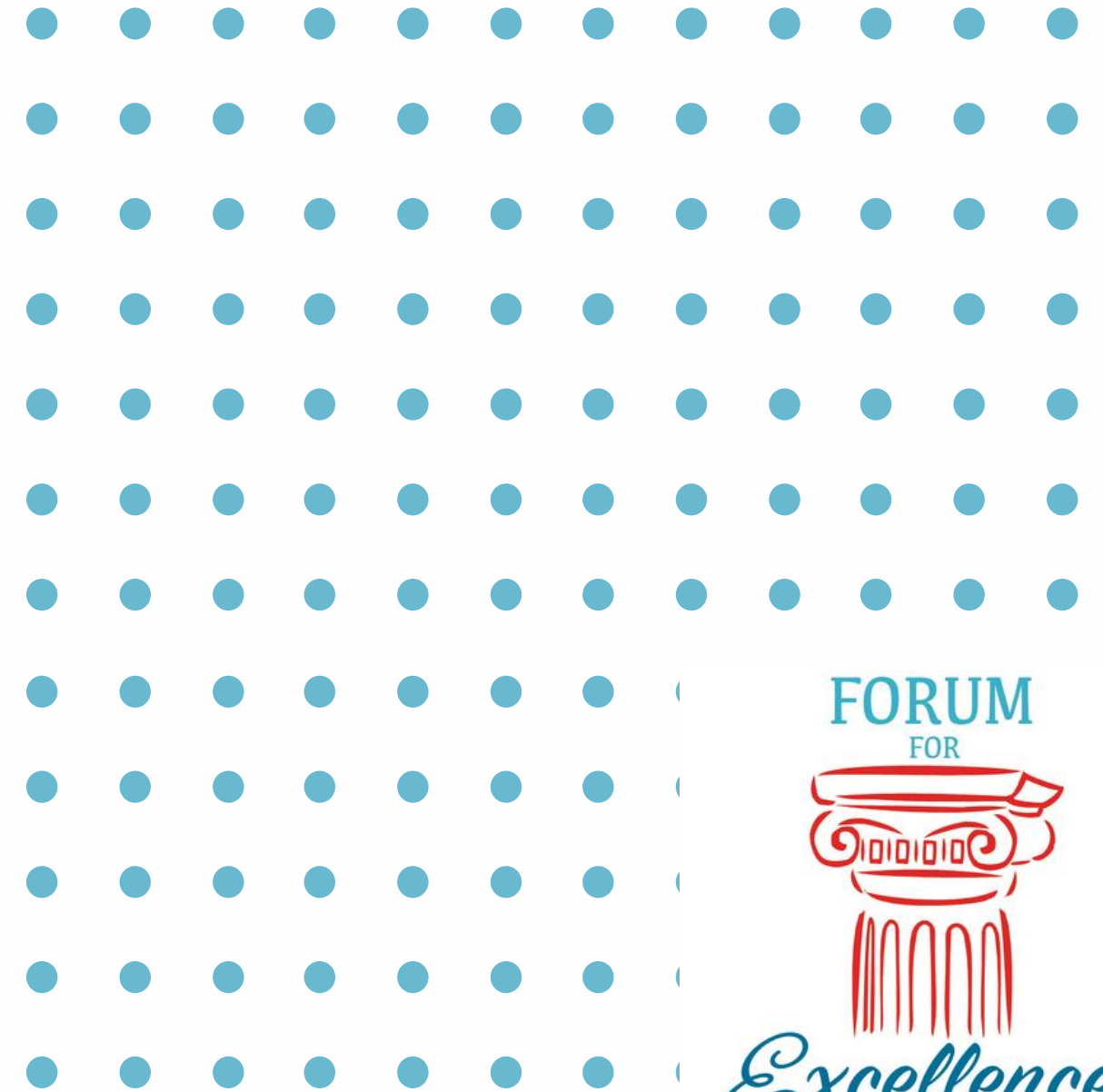
Received CBEN training and coaching

Planning to pilot mid-October focusing on Transition related competencies as a way to bring clarity to bridging to college or work

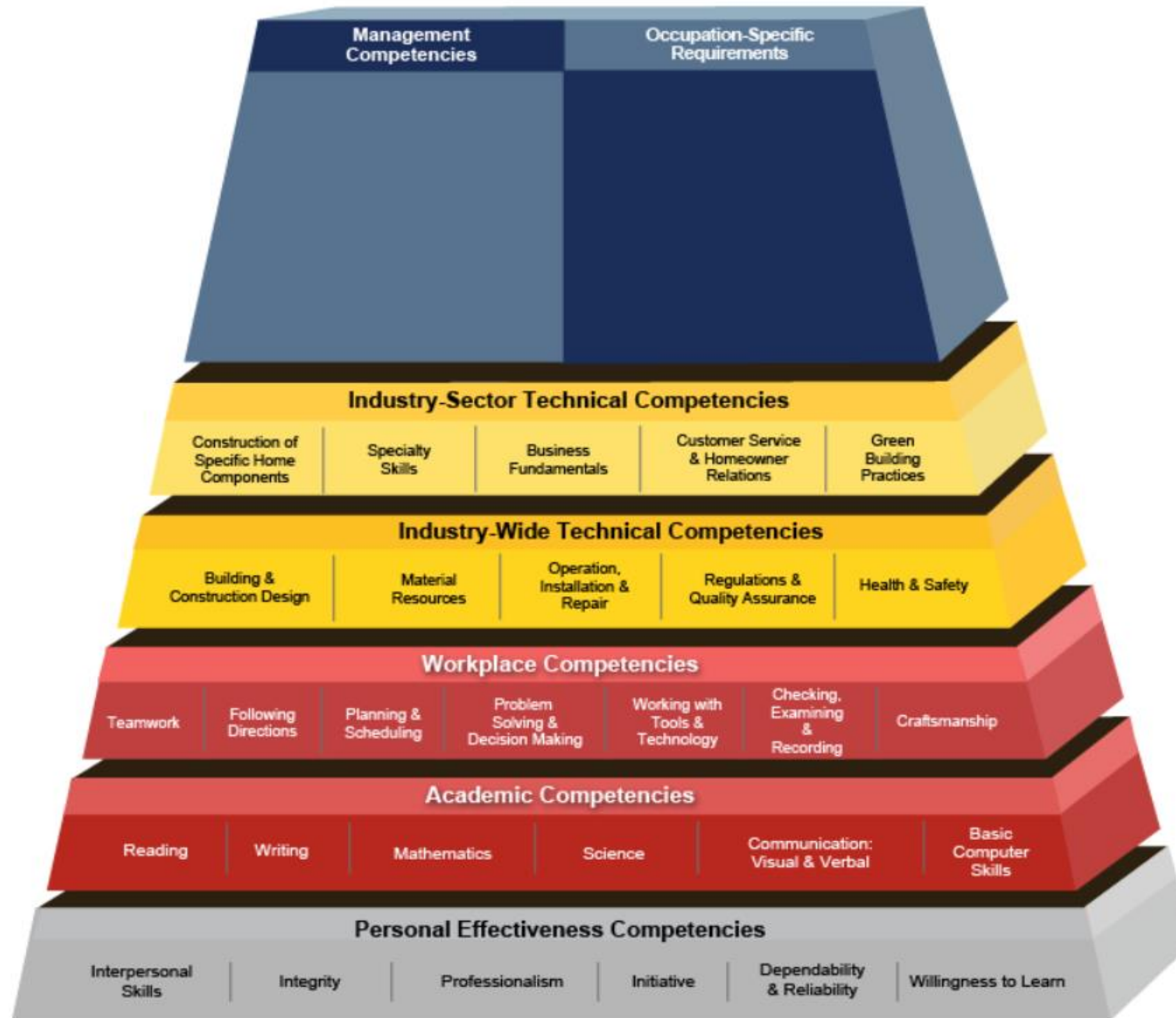


Keep in Mind...

- There are HLC and tuition implications to consider making adult education a great place to experiment
- Are cohort models impacted?
- What about collaborative learning?
- There is a lot of autonomy in how you design your competencies
- For us, we decided on larger “buckets” as competencies
- Do not recreate the wheel – if there are already competencies developed, use them!
- For example...

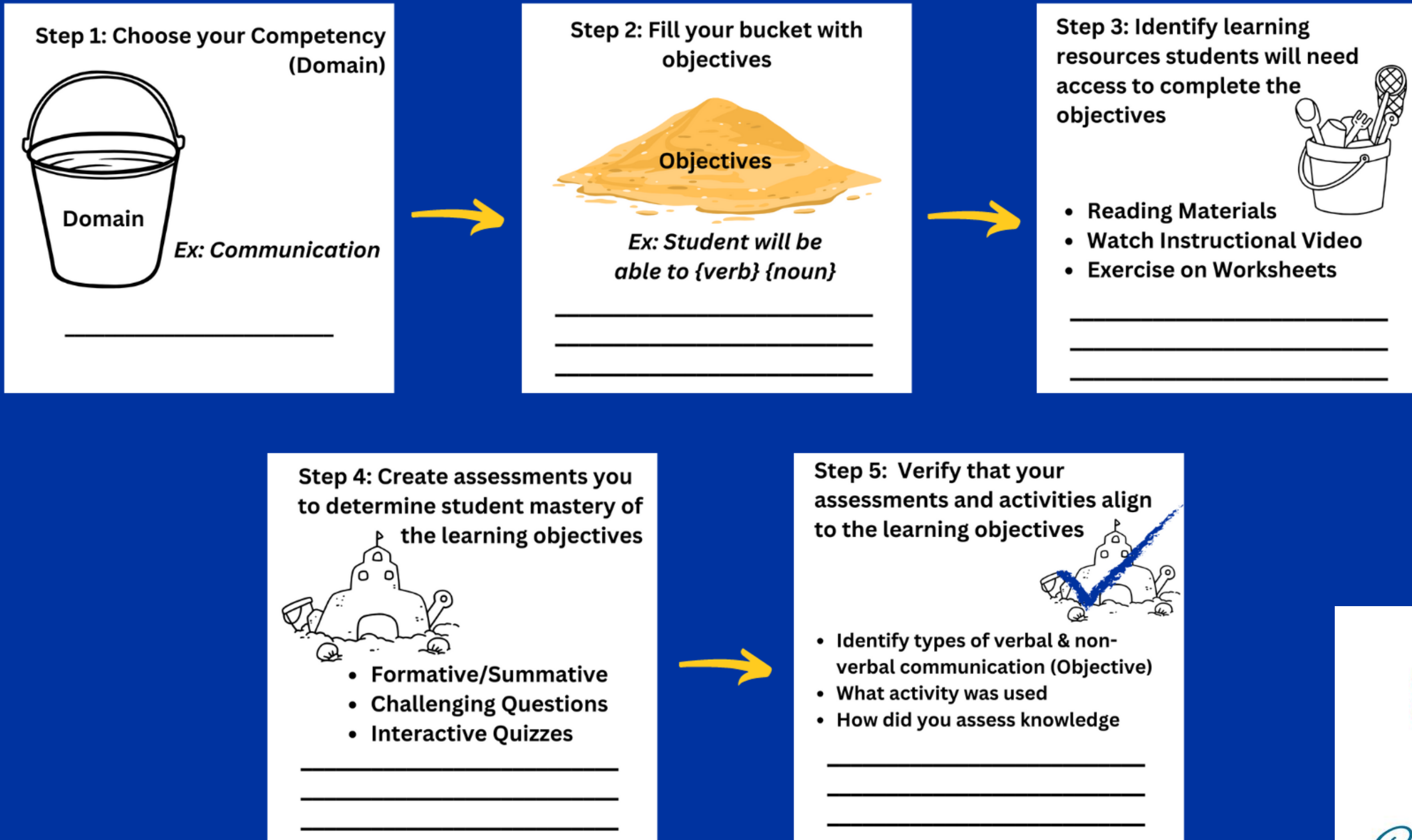


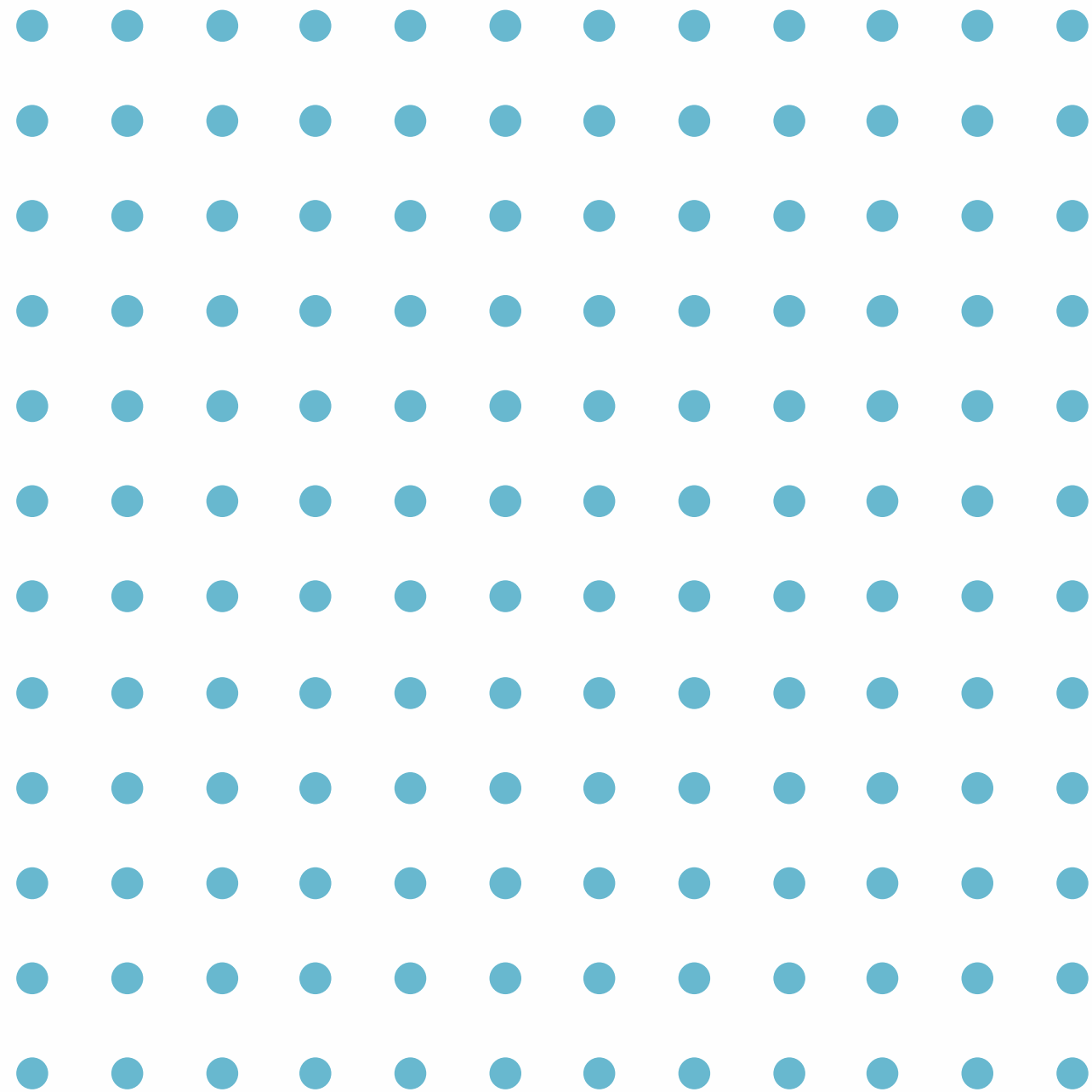
Residential Construction Competency Model



<https://www.careeronestop.org/CompetencyModel/Competency-Models/pyramid-home.aspx>

Activity Time





Resources:

1. Competency Model Clearinghouse
<https://www.careeronestop.org/CompetencyModel/competency-models/pyramid-home.aspx>

2. Competency Based Education Network Resources
<https://www.c-ben.org/resource-library/>

3. Looking Under the Hood of Competency-based Education

AMERICAN INSTITUTES FOR RESEARCH

This study aimed to rigorously examine the relationship between CBE practices and changes in these learning capacities (such as the skills, behaviors, and dispositions that enhance student capacity to learn in school).

<https://nmefoundation.org/looking-under-the-hood-of-competency-based-education/>



What's next?

1. What's your why?
2. Gather your team
3. Get some training/find resources
4. Begin with the end in mind – what competencies do students need for success? (Flexible, pre-planned, backward designed curricular journey).
5. Design authentic formative and summative assessments to determine learners' proficiency/mastery.
6. Pilot and collect data
7. Continuously Improve

Thank You!

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