

Competency Based Learning and Curriculum Compacting

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Competency Based Learning has recently become a very popular topic in the education literature. Every state now allows schools to embrace competency-based learning—an education model that allows students to advance and graduate based on their mastery of academic concepts rather than the amount of time they spend in class.

Some states have taken it further, though, funding school transitions to competency-based learning through grants, changing graduation requirements to abandon traditional credit hours in favor of having students reach proficiency in the required subjects, and providing resources like handbooks and updated standards to help schools make the shift.

It's all part of a growing push to make education more *personalized* rather than one-size-fits-all, giving each student the chance to have more of a say in what and how they learn—and how they show what they've learned. If schools shift wholesale in this direction, it means a transformation of the traditional education model into one in which students learn at different paces, complete more hands-on and self-designed projects, and even do much of their learning outside of classroom walls.

We are happy to see this larger movement in general education; however, in order to do this effectively, teachers in general education need a systematic way for carrying out this personalization process. The process we developed for use in programs for the gifted and talented is called Curriculum Compacting, and all teachers can use this process by following an easy set of guidelines that are described in the following article.

<https://www.dropbox.com/scl/fi/rs6r1t30m064feuakbpih/Curriculum-Compacting-KKKKKKKKA-Research-based-Differentiation-Strategy-for-Culturally-Diverse-Talented-Students-copy.doc?rlkey=7kbdnlk6bvg0twe0yhrua9ke1&dl=0>