

SCRUM ALLIANCE®

CAL K-12

Learning Objectives

October 2021



INTRODUCTION

Purpose

This document describes the Learning Objectives (LOs) that must be covered in a CAL (Certified Agile Leader®) K-12 offering

The Learning Objectives for this offering are based on:

- Agile Educator Guide, AgileEducatorGuide.org
- Agile In Education Compass AgileInEducation.org.

Scope

Educators attending a CAL K-12 offering should expect that each Learning Objective identified in this document will be covered. The CAL K-12 Learning Objectives fall into the following categories:

1. Agile in Education Philosophy and Context
2. The Learning Sprint
3. The Spectrums of Choice and Collaboration

Individual CAL K-12 trainers may choose to include ancillary topics. Ancillary topics presented in a CAL K-12 offering must be clearly indicated as such.



LEARNING OBJECTIVES

A note about Bloom's Taxonomy:

Bloom's-style Learning Objectives describe what the learner can do upon completing the offering. Please mentally start each Learning Objective with the following phrase: **"Upon successful validation of the CAL K-12 Learning Objectives, the learner will be able to ... "**

Bloom's style of Learning Objectives consist of six levels of learning:

- | | |
|---|--|
|  Knowledge |  Analysis |
|  Comprehension |  Synthesis |
|  Application |  Evaluation |

The levels progress from lower order to higher order thinking skills, Knowledge() through Evaluation()
The level of each learning objective can be identified using the image designations.

Agile in Education Philosophy and Context

- ⚙️ 1.1. explain how agile can be implemented in existing pedagogy and give examples on how it can be used in your own pedagogy.
- ⚙️ 1.2. articulate positive and measurable impacts on student behavior and learning due to implementation of agile pedagogy.
- ⚙️ 1.3. explain the four points of the Agile in Education Compass, giving examples of how an iterative approach to learning is strengthened.
- 🗣️ 1.4. provide at least three specific examples which contrast the difference between traditional education practices and practices driven by an agile pedagogy.
- ⚙️ 1.5. evaluate how the development of an agile mindset might contribute to a transformation of school culture, with examples from curriculum, instruction, feedback, and school management.

The Learning Sprint

- ↕️ 2.1. propose how you would apply the five self-directed learning routines of the Learning Sprint for your students: refinement, planning, check-in, review, and retrospective.
- ⚙️ 2.2. describe the benefits of an iterative and incremental approach.
- 🗣️ 2.3. list the seven Visual Learning Artifacts within agile education and define the purpose of each.
- ✅ 2.4. assess how refinement and planning support existing curriculum and standards.

The Spectrums of Choice and Collaboration

- ⚙️ 3.1. give three examples of how choice and collaboration can be increased using agile practices in the classroom.
- ⚙️ 3.2. describe how the core spectrums - choice and collaboration - work jointly to meet student needs and/or encourage student agency.
- 🗣️ 3.3. define a cross-strengths team and identify at least three benefits of maintaining stable student teams.
- 📊 3.4. compare collaboration in an agile classroom to traditional group work.
- ⚙️ 3.5. describe how student choice can be implemented on a spectrum, articulating at least two benefits of increased autonomy.
- ⚙️ 3.6. describe how student collaboration can be implemented on a spectrum, articulating at least two benefits of increased team cooperation.

Program Team

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