GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

Mastery-Based Learning: Building Capacity for Equity and Excellence

September 21, 2016

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GREAT SCHOOLS PARTNERSHIP

Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

We Believe

That schools must simultaneously attend to **policy**, **practice**, and **community engagement**

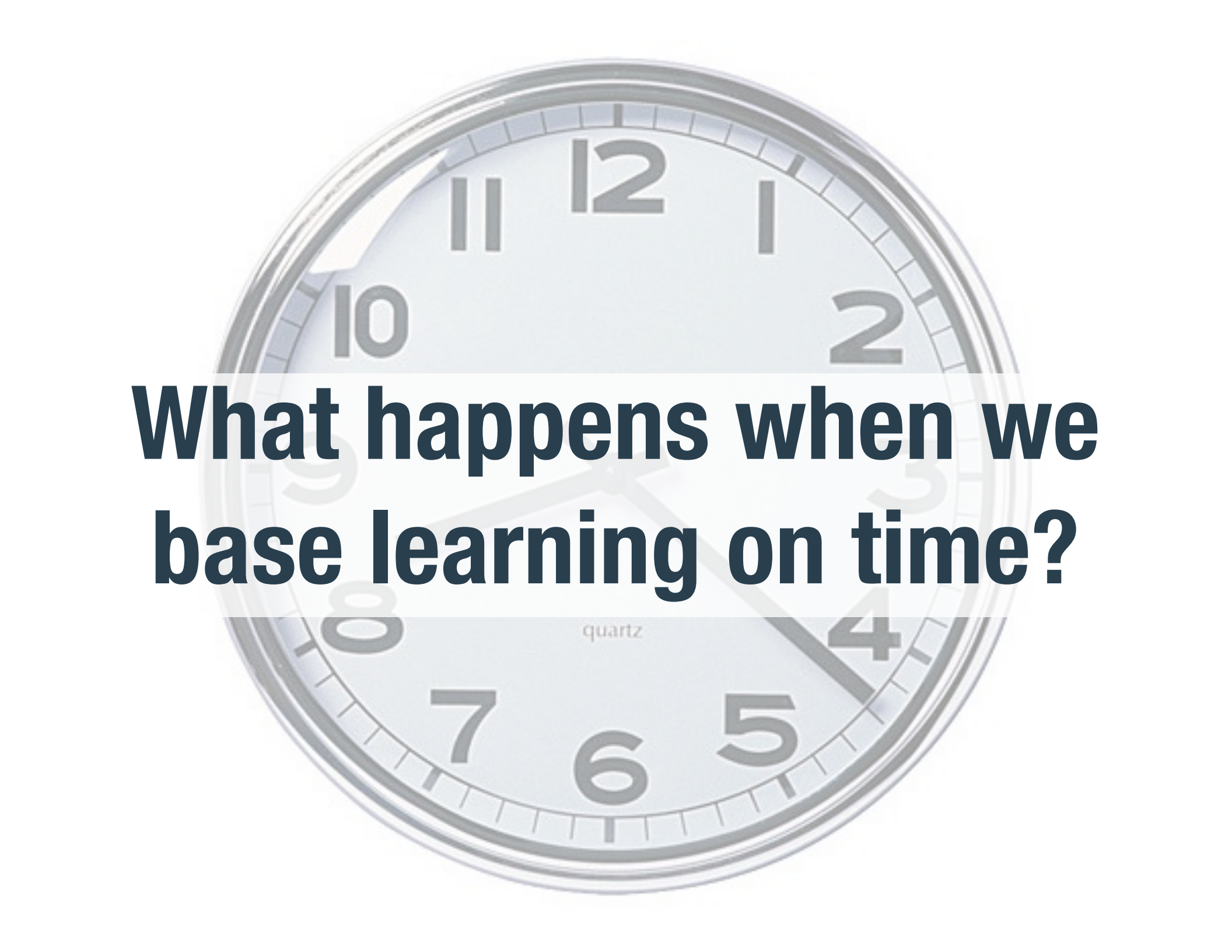
We Believe

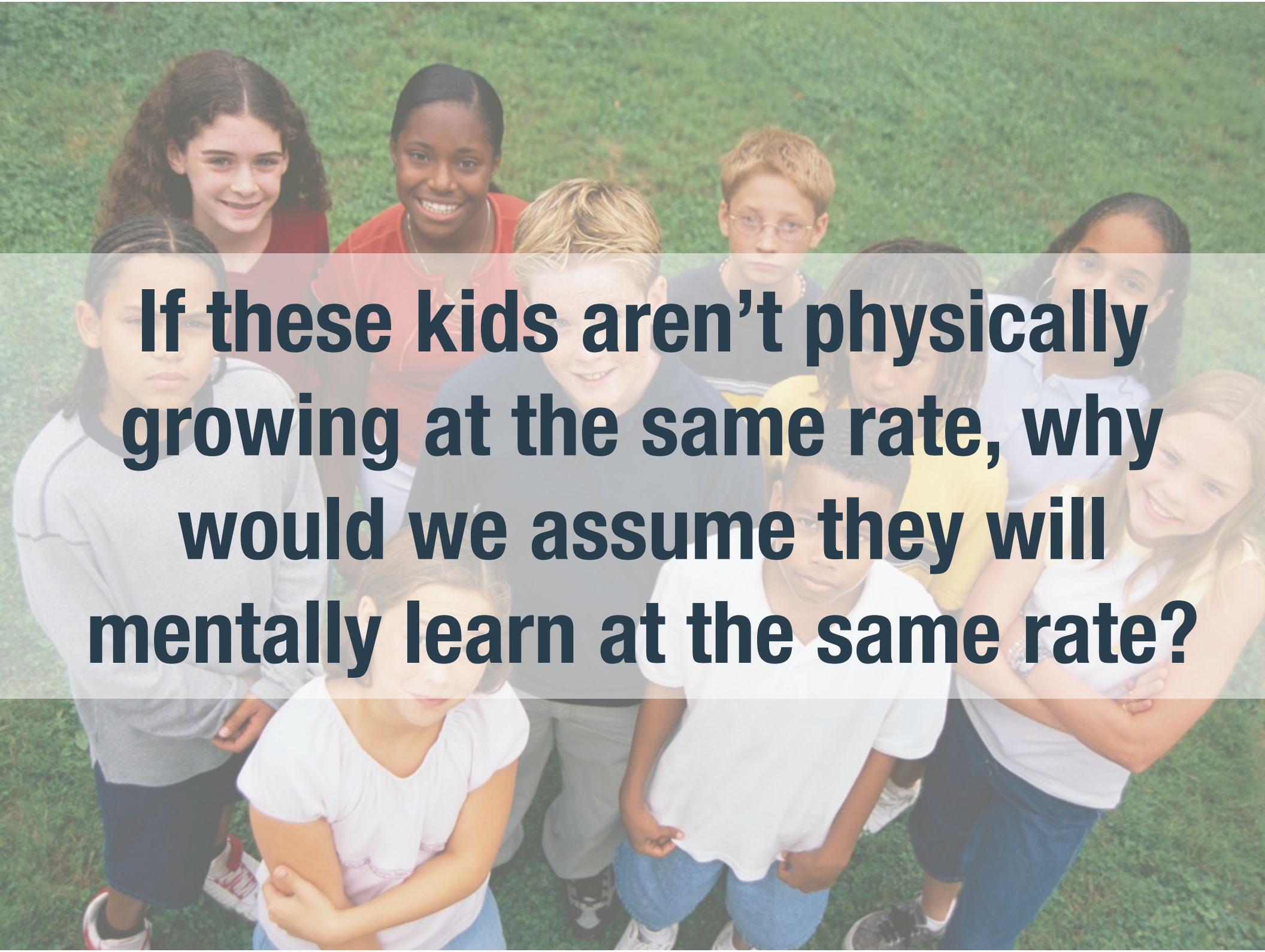
School improvement is **context-based**,
not one-size fits all

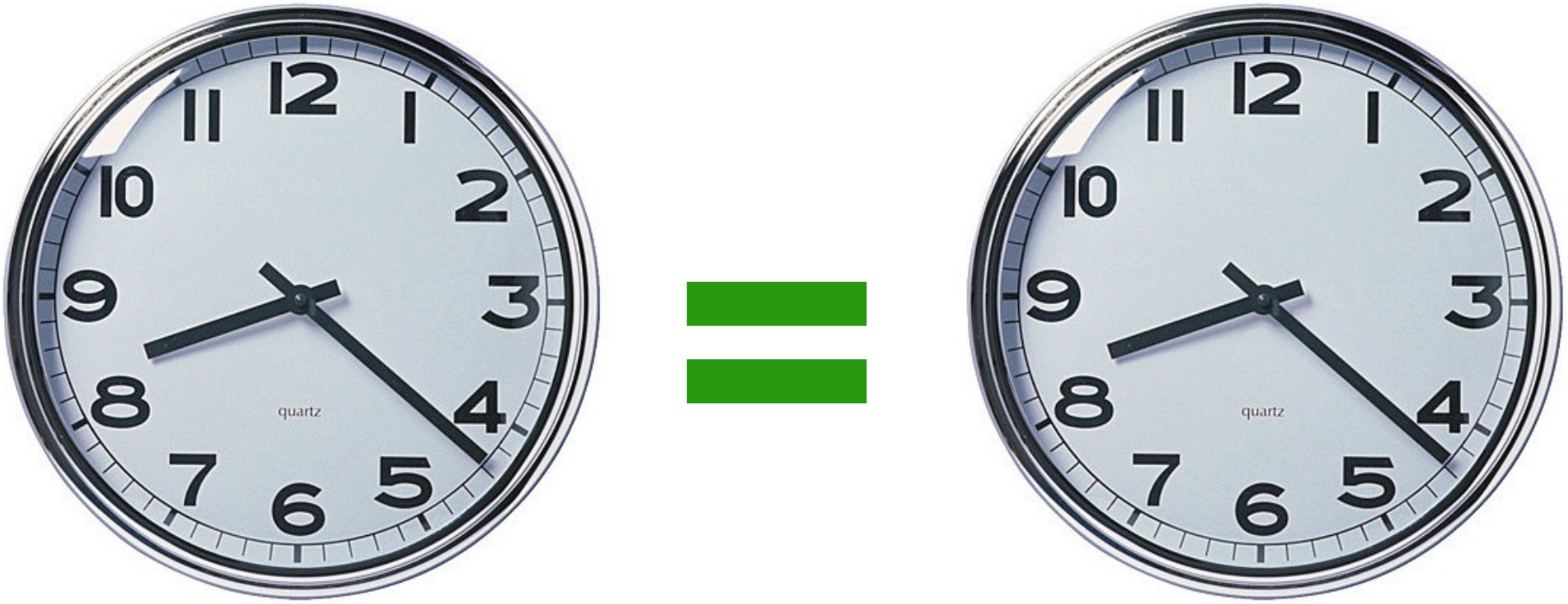
We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

A Few Opening Thoughts


What happens when we base learning on time?


If these kids aren't physically growing at the same rate, why would we assume they will mentally learn at the same rate?



Why would we assume giving every student the same time will result in equitable outcomes?

Equity demands different resources, approaches, and strategies for different students

Practice makes perfect...

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
First Try	F	A	C	A
Second Try	D	B	C	A
Fifth Try	A	F	C	A
Final Grade	**C**	**C**	**C**	**A**

...except in school grading

This counts

> Photo by US Department of Ed

This doesn't

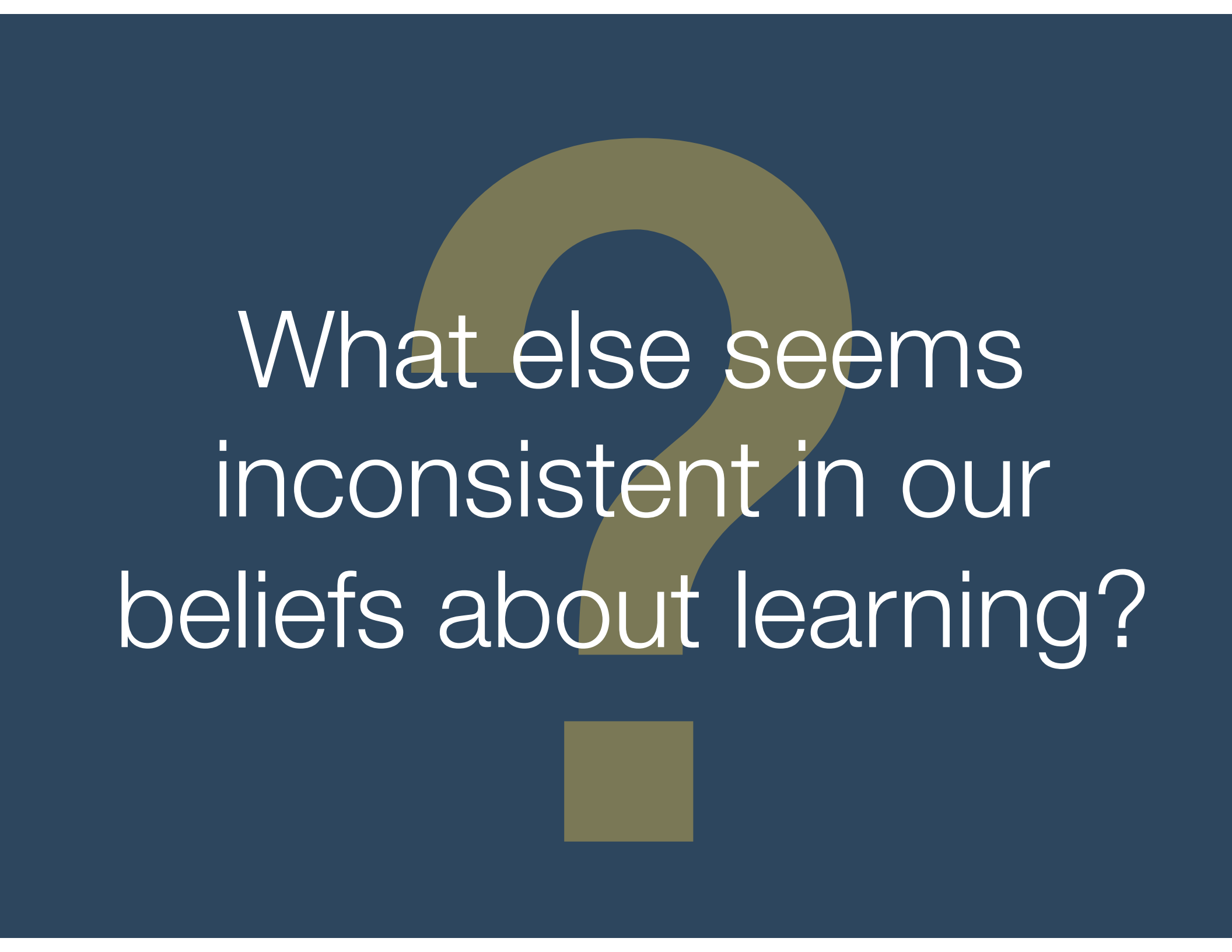
> Photo by Wellington College

This counts

> Photo by US Department of Ed

This doesn't

> Photo by Jenni Scott

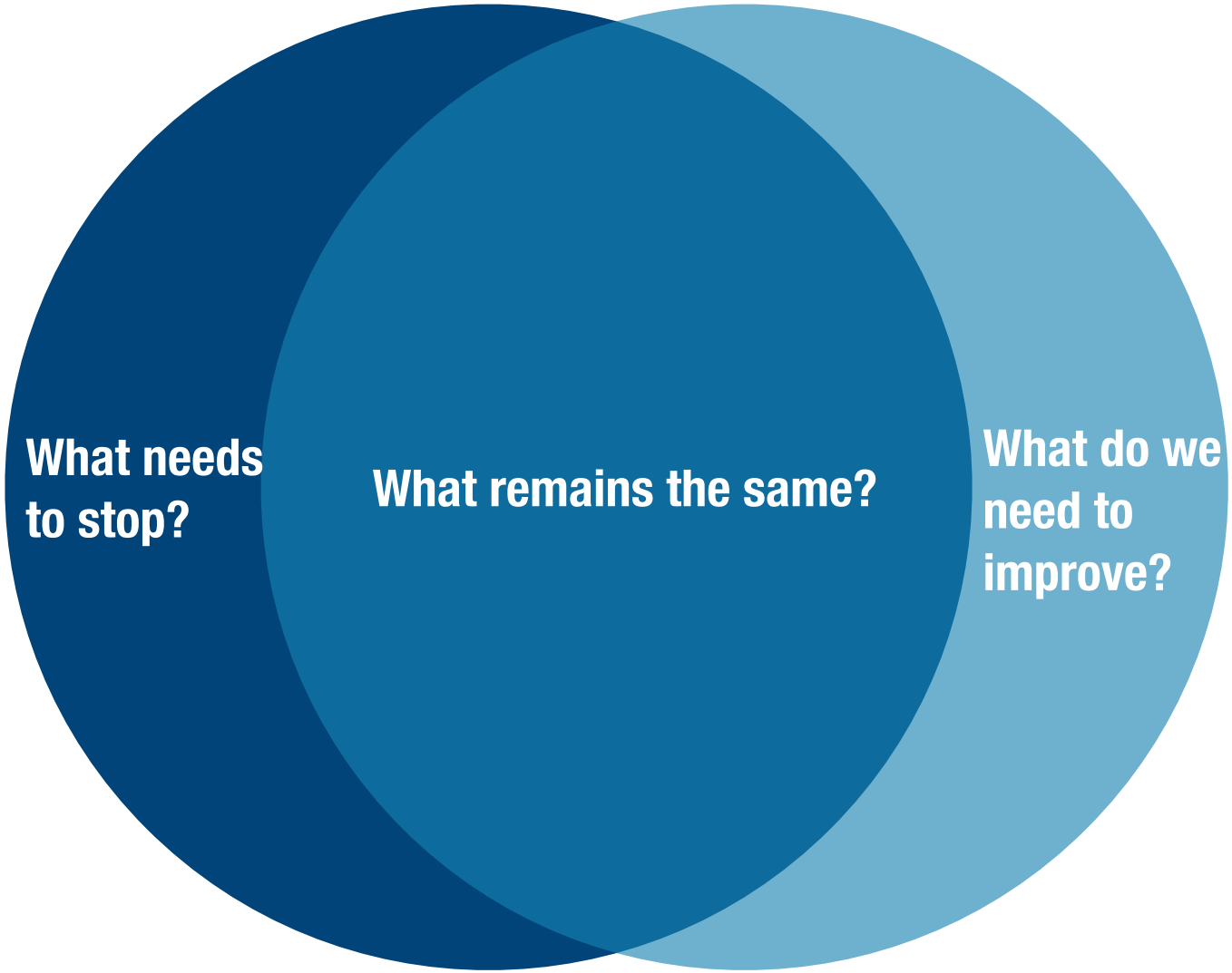

What else seems inconsistent in our beliefs about learning?

What else seems inconsistent in our beliefs about learning?

- Assuming that an A = A = A
- Assuming any 4 credits in math represent the same depth of learning
- Combining effort—behavior, homework, attendance—and academic results into a single grade
- Expecting all students to demonstrate all learning the same way

What is Mastery?

Shifting Concepts



10 Principles Of Mastery-Based Learning

1 All learning expectations are clearly and consistently communicated to students + families

…including long-term expectations (such as graduation requirements/standards), short-term expectations (specific learning objectives for learning experiences), and general expectations (performance levels used in the school's grading and reporting system).

2 Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students

…regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.

3 All forms of assessment are standards-based and criterion-referenced

…and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.

4 Formative assessments measure learning progress during the instructional process

…and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.

5 Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings -

… evaluate a student's level of proficiency at a specific point in time.

6 Academic progress and achievement are monitored and reported separately

…from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

7 Academic grades communicate learning progress and achievement

…to students and families, and grades are used to facilitate and improve the learning process.

8 Students are given multiple opportunities

…to improve their work when they fail to meet expected standards.

9 Students can demonstrate learning progress and achievement in multiple ways

…through differentiated assessments, personalized-learning options, or alternative learning pathways.

10 Students are given opportunities to make important decisions about their learning

…which includes contributing to the design of learning experiences and learning pathways.

Table Conversation

What principles excite you?

What principles concern you?

What are we learning?

Grain Size Matters

Pathways Come Through Assessment

Policy is Pivotal

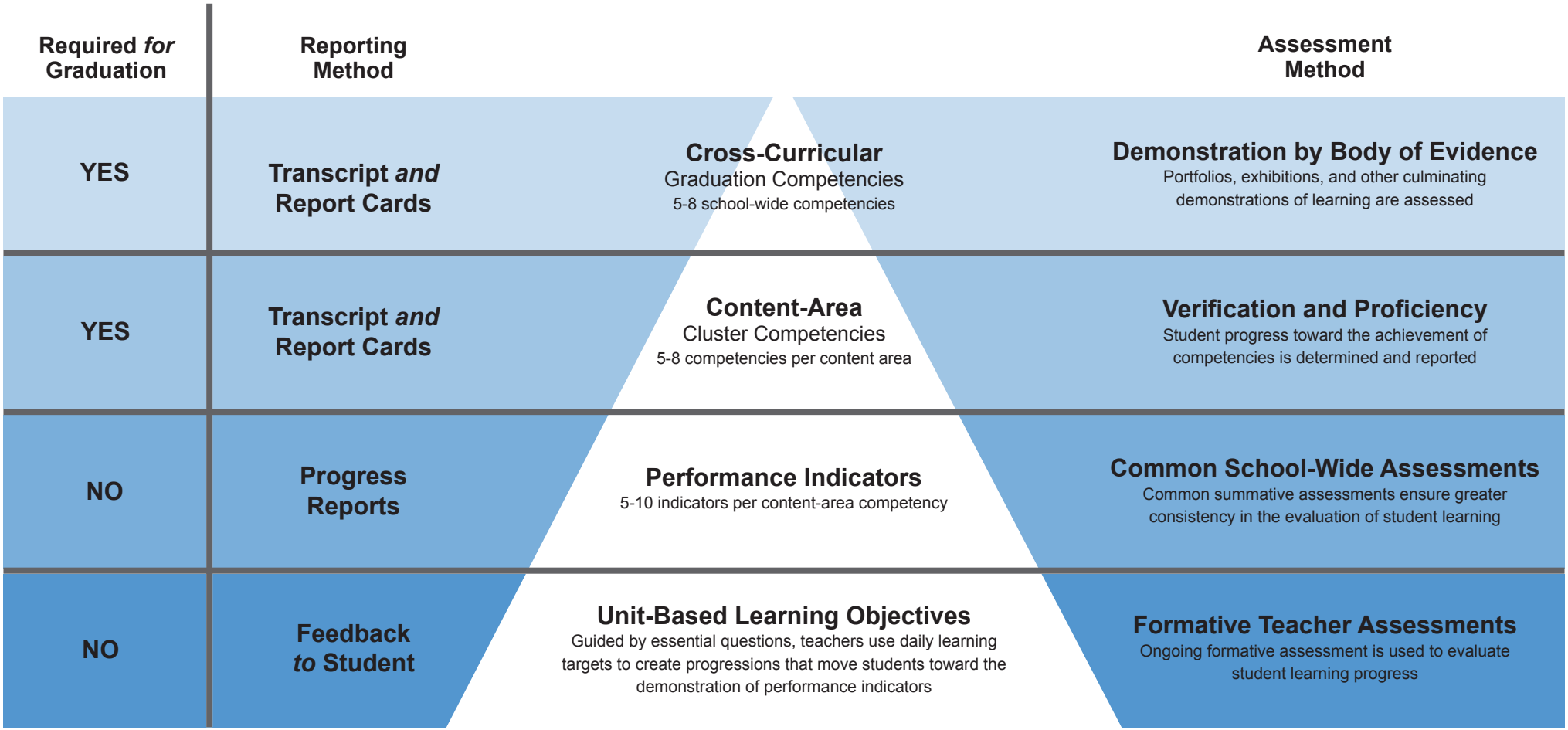
Equity is Attainable

Grain Size Matters

Mastery-Based Learning Simplified

Cross-Curricular Graduation Competencies define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

Content-Area Graduation Competencies define a set of significant learning concepts in each content area. These are drawn from the Math Common Core and English/Language Arts Common Core and associated Connecticut state standards.



Graduation Competency

Performance Indicator

Learning Target

David Ortiz

Batting Average	.284
Slugging	.547
Home Runs	503
RBIs	1641


WORLD CHAMPIONS
7TH WORLD SERIES CHAMPIONSHIP
BOSTON RED SOX
WORLD CHAMPIONS
2013
WORLD CHAMPIONS
GREATEST COMEBACK IN POSTSEASON HISTORY

Stolen Bases	15
Strike Outs	1664
~~Bunting~~	?


Would you want
Big Papi on
your team?

Mastery-Based Learning Simplified

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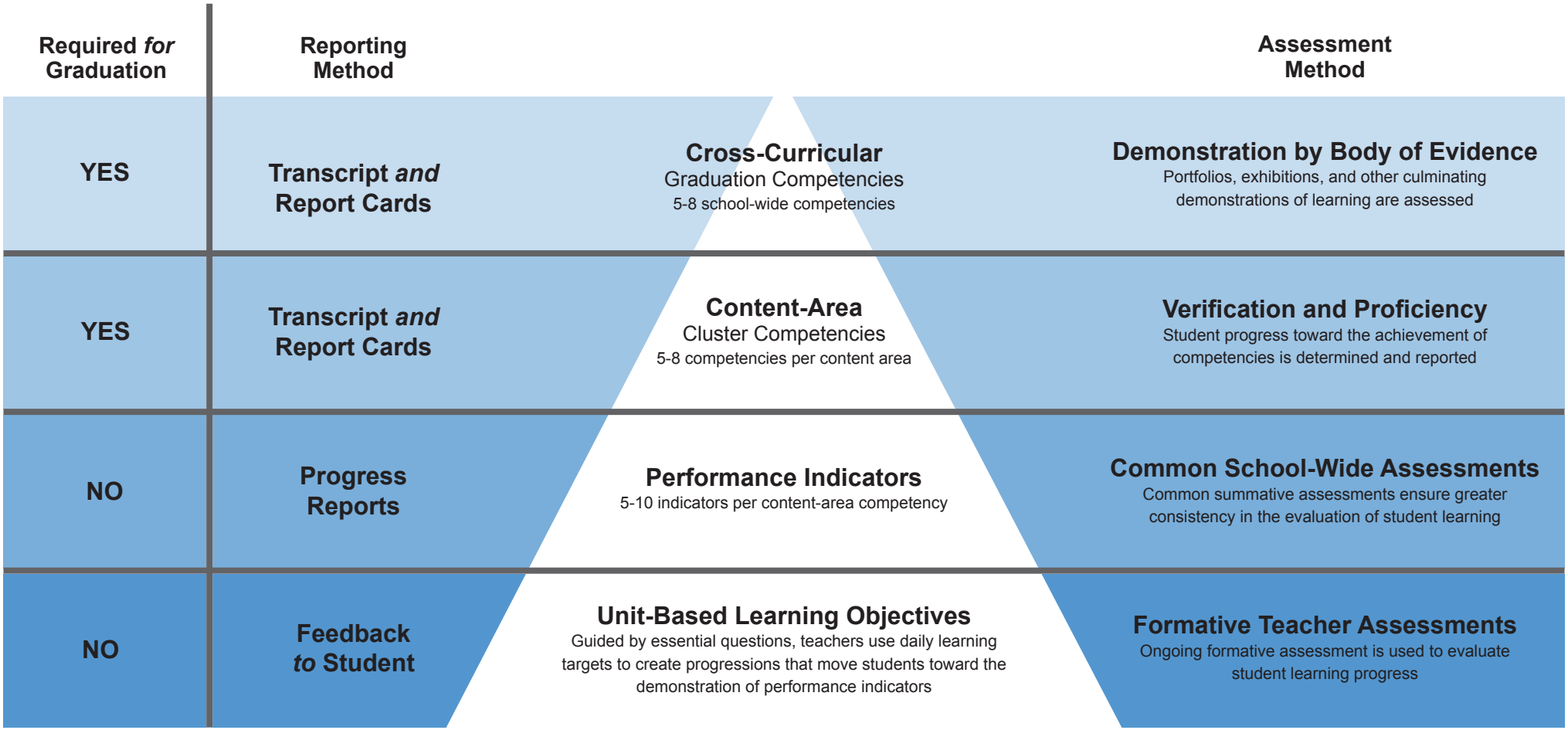
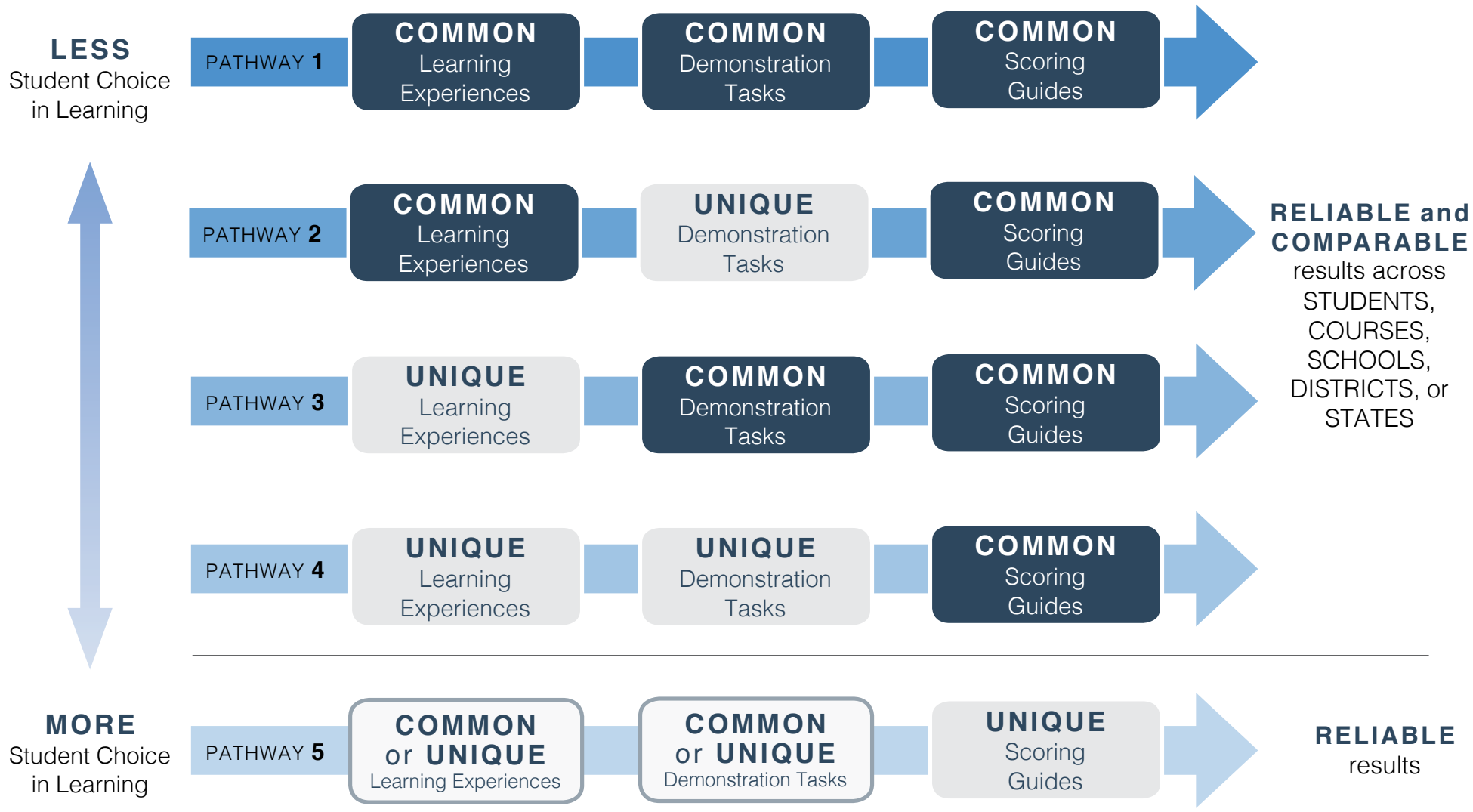


Pathways Come Through Assessment

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

We believe that reliability results from the careful alignment of demonstrations tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.

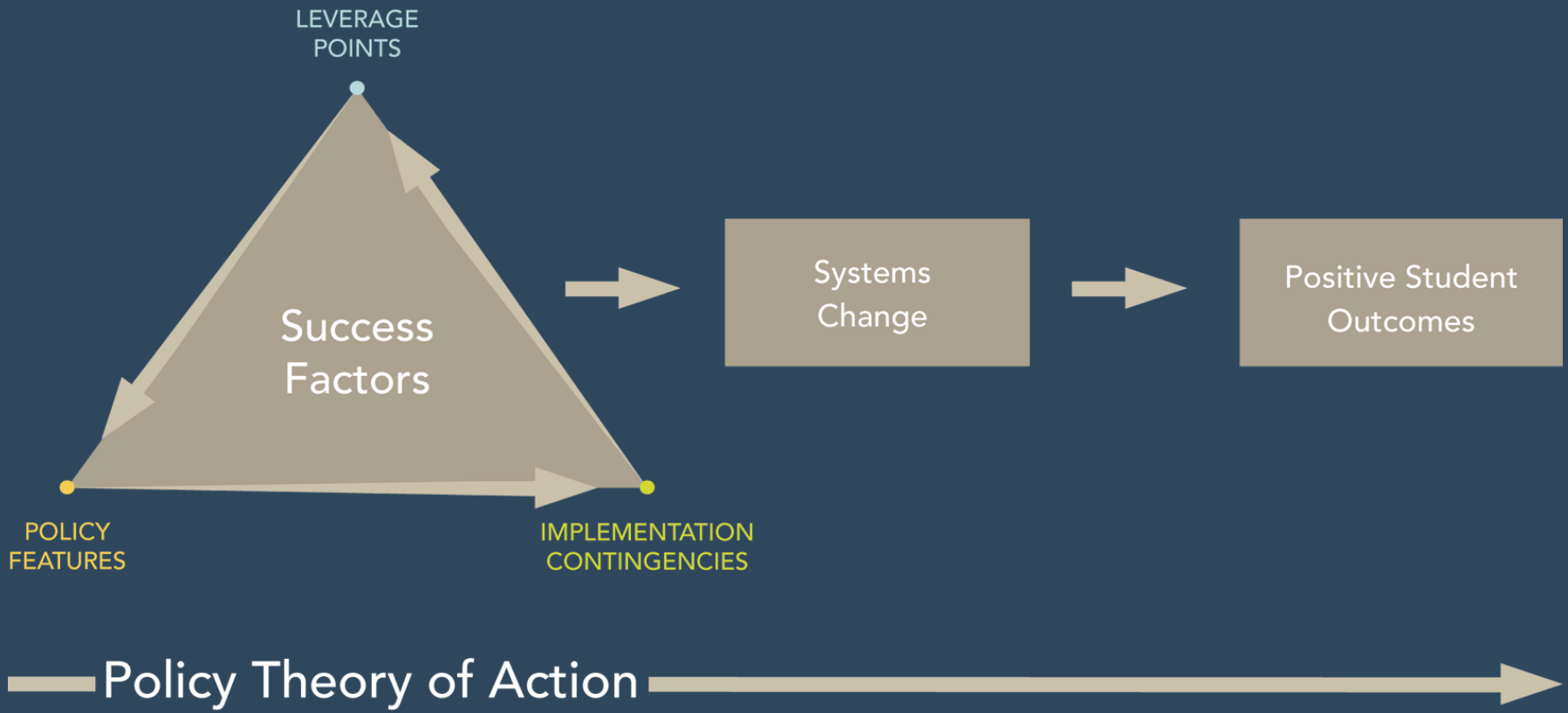


Think Evidence

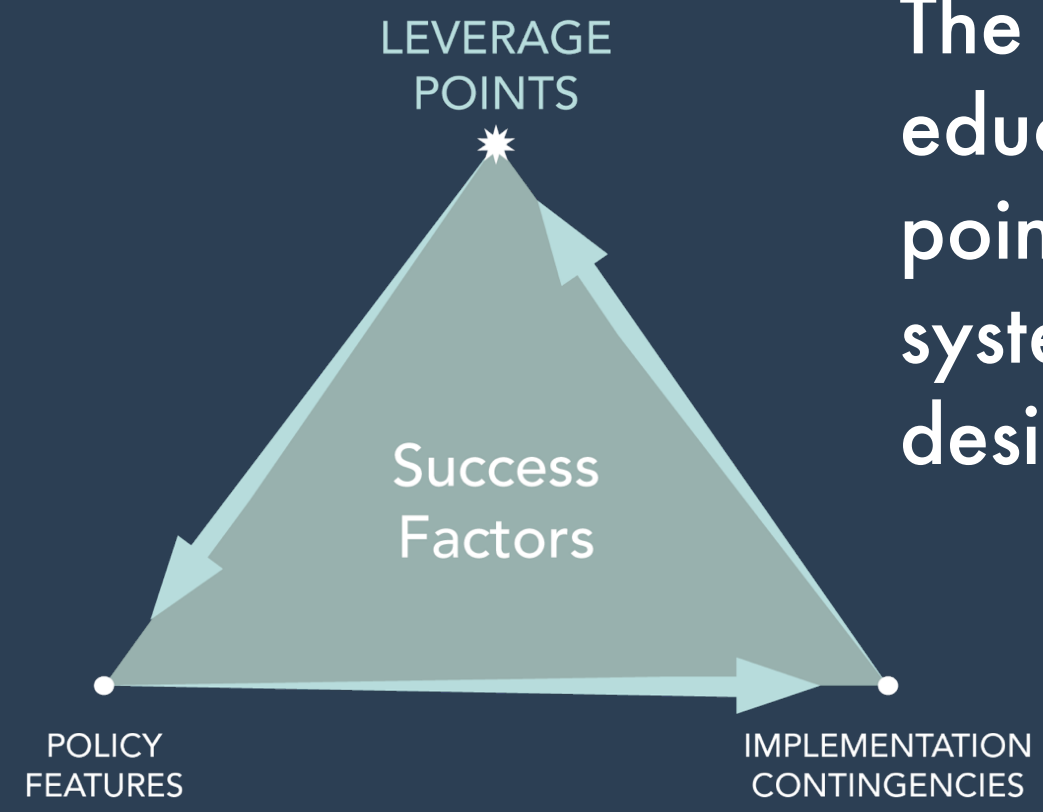
Rather than Assessments

Policy is Pivotal

The High Leverage Policy Framework

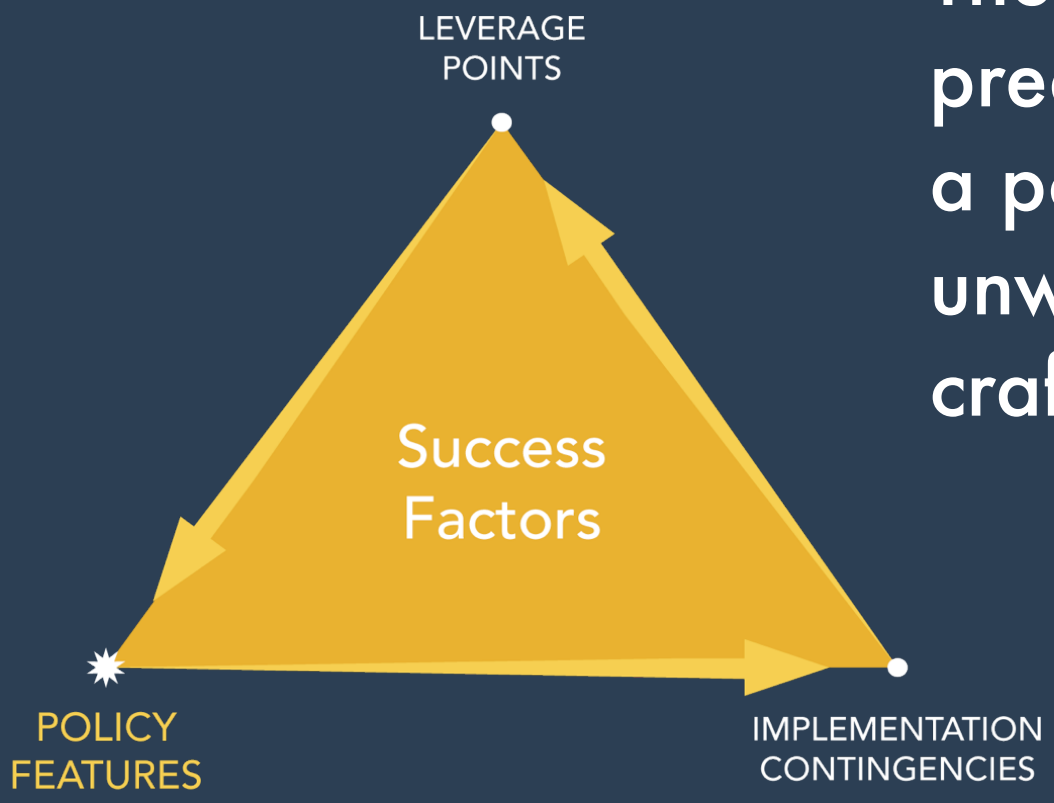


Leverage Points



The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.

Policy Features



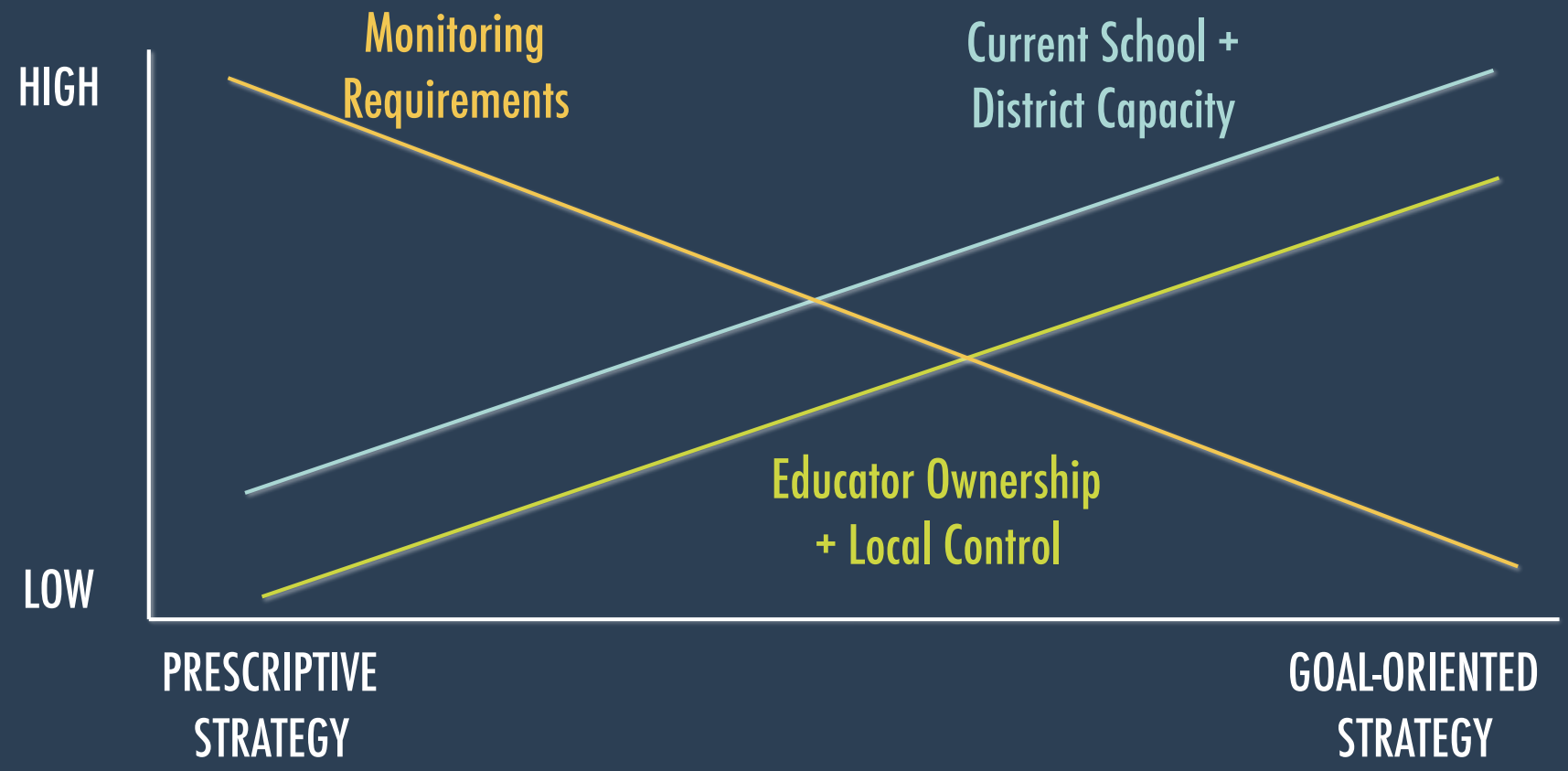
The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.

Policy Features

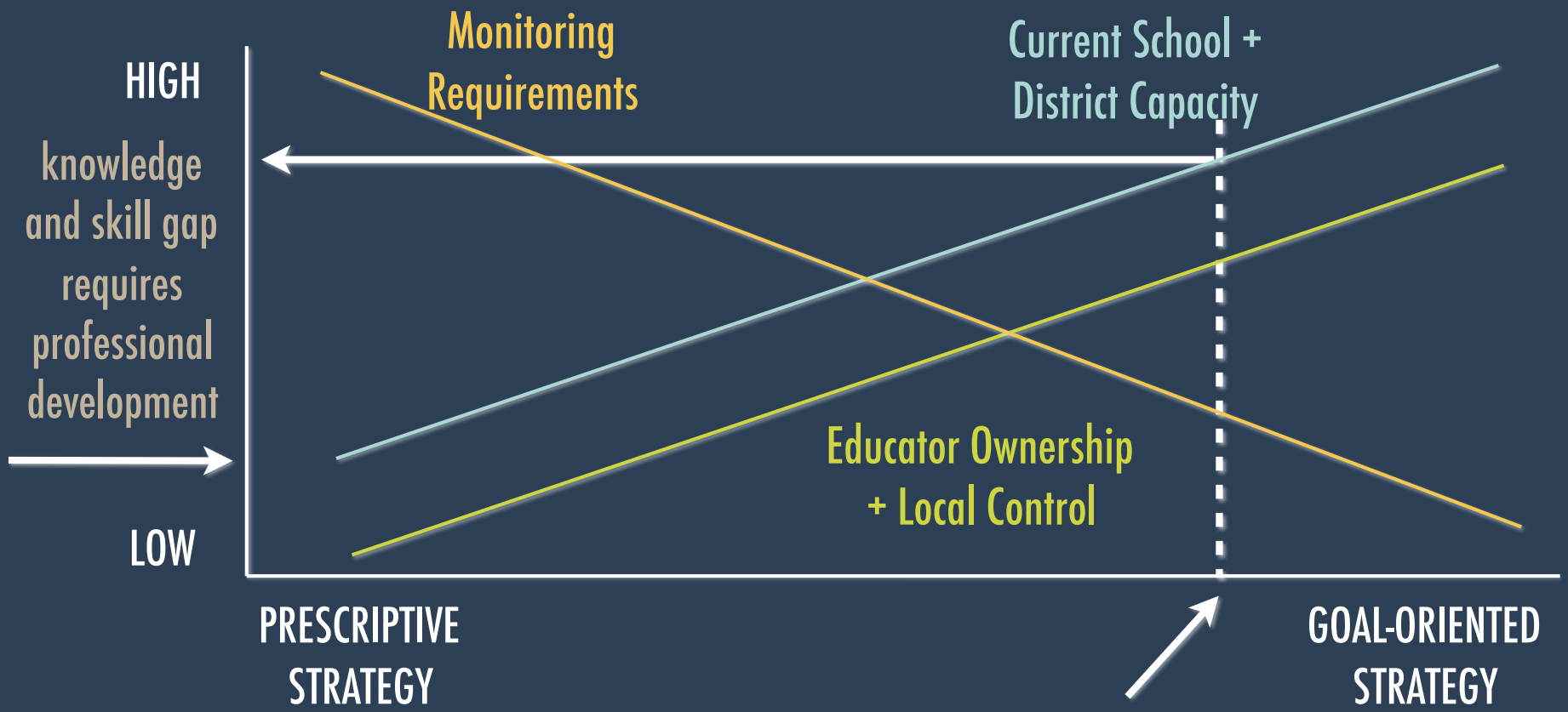
Policy Features determine:

- The mixture between pressure (usually outlined in accountability expectations) and support (usually provided through appropriate educator development and/or financial incentives)
- The breadth and/or specificity of the leverage point
- Coherence with existing policies (or it identifies required policy changes)
- Where best to locate the policy on a "goal-strategy" continuum

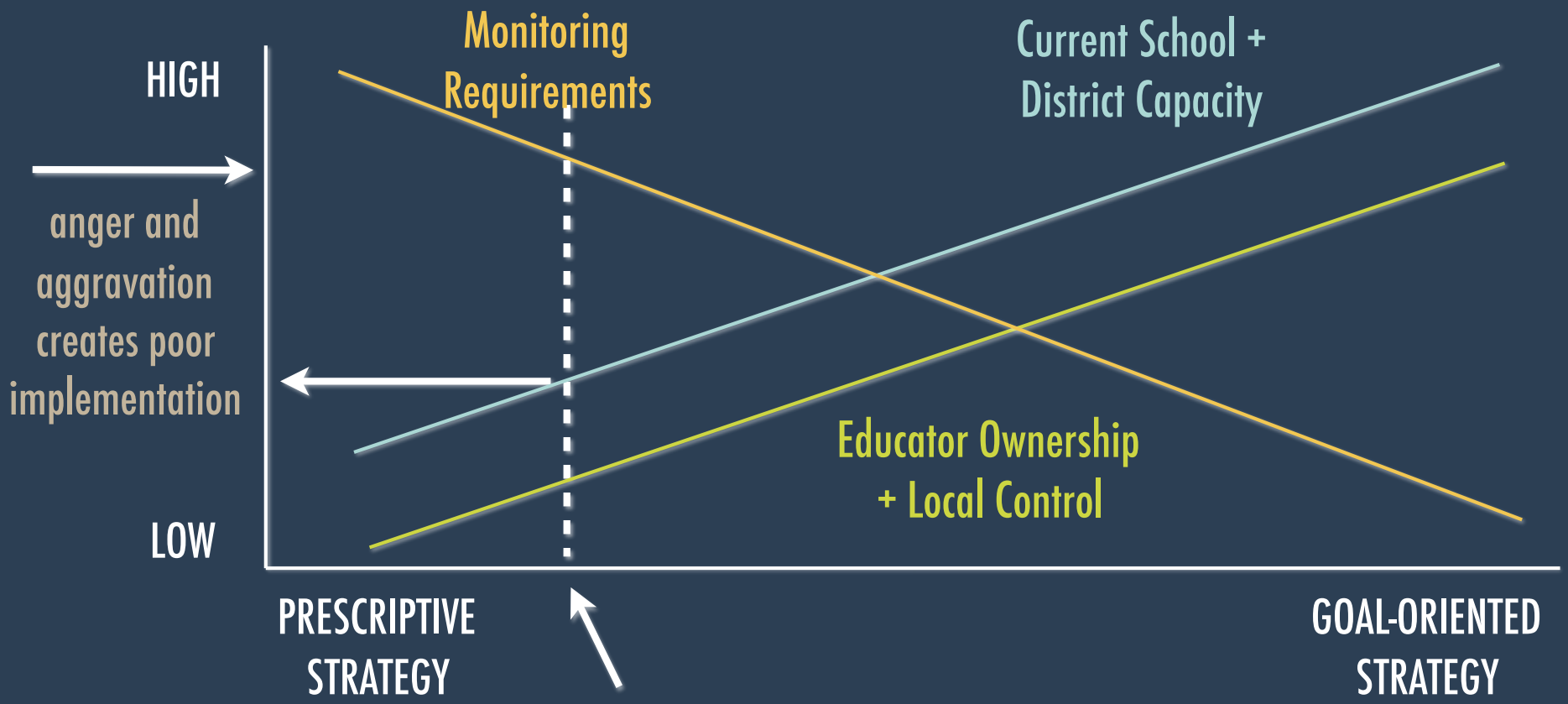
Policy Features: Capacity Needs



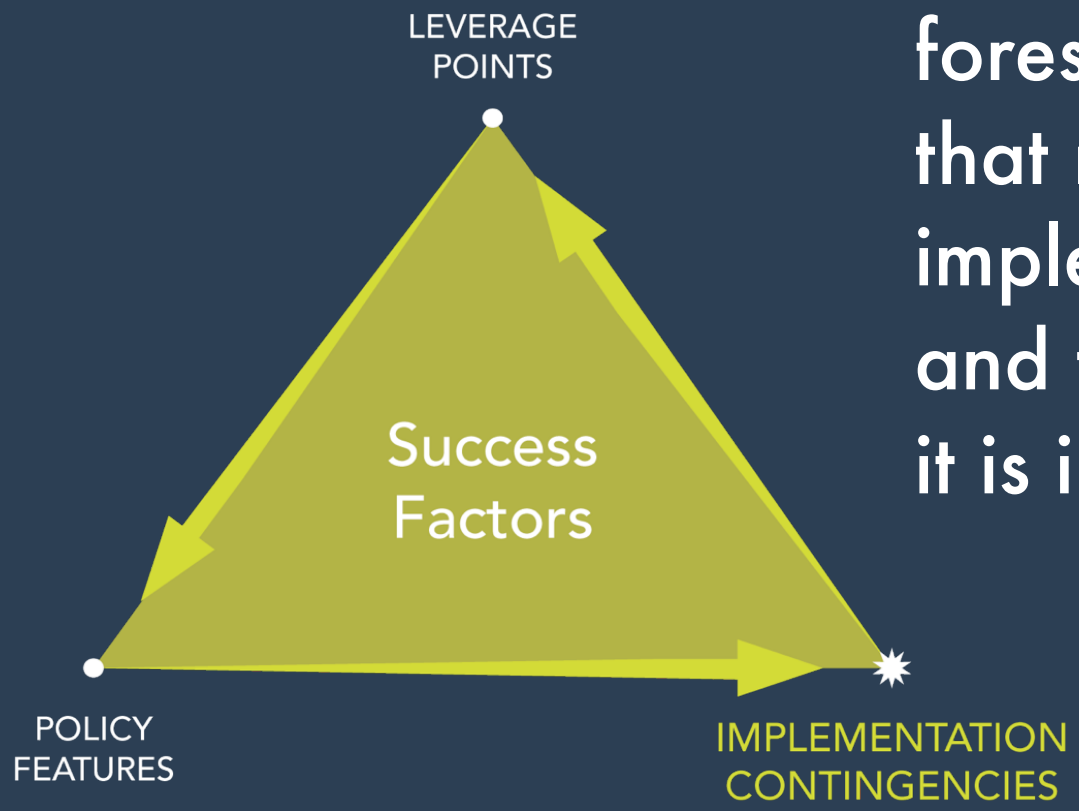
Policy Features: Capacity Needs



Policy Features: Capacity Needs



Implementation Contingencies



The contextual factors and foreseeable contingencies that may arise during the implementation of a policy and that may influence how it is interpreted and enacted.

Personalized Learning Checklist

District and School Policy Checklist

- ✓ Graduation Requirements **(Policy File IKF)**
- ✓ Multiple Pathways **(Policy File IKFF)**
- ✓ Academic Recognition: Latin Honors and Grade Point Averages **(Policy File IKD)**
- ✓ Transcripts **(Policy File IKC)**
- ✓ Grading and Reporting System **(Policy File IKA)**
- ✓ Dual Enrollment and Early College **(Policy File IHCDA)**
- ✓ Assessment of Student Learning **(Policy File ILA)**

Personalized Learning Checklist

District and School Policy Checklist

- ✓ Promotion, Retention, and Acceleration **(Policy File IKE)**
- ✓ Demonstrations of Learning, Exhibitions, and Capstone Projects **(Policy File ILA)**
- ✓ Academic Interventions **(Policy File JCDL)**
- ✓ Personal Learning Plans **(Policy File ILAPL)**
- ✓ Portfolios **(Policy Files ILA and ILAPL)**
- ✓ Attendance **(Policy File JEA)**
- ✓ Academic Eligibility: Athletics and Co-Curricular Activities **(Policy File JJIC)**

Equity is Attainable

Working for Equity

Personalized Flexible Pathways = Limited Likelihood of Equitable Learning

Personalized Flexible Pathways + Mastery-Based Learning = Increased Likelihood of Equitable Learning

Personalized Flexible Pathways + Mastery-Based Learning + District & School Accountability = **High Likelihood Equitable Learning**

This Afternoon: Examples of Implementation That Can Lead to Inequity

1. Lack of calibration regarding mastery
2. Lack of adequate and/or timely support
3. Limiting resources to select tracks or groups of students

Where are other areas of practice that might lead to inequity in a Mastery-Based Learning system and how can we guard against it?

What are some of your greatest fears regarding Mastery-Based Learning in terms of equity and special populations of students? And how can we guard against it?

The Lift Is Big…
Resources?

Networking Through

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

www.newenglandssc.org

CONNECTICUT STATE DEPARTMENT OF EDUCATION

www.sde.ct.gov

CAPSS
LEADERSHIP FOR THE FUTURE OF LEARNING

www.capss.org

On-line Resources

CompetencyWorks
Learning from the Cutting Edge

www.competencyworks.org

STUDENTS AT THE CENTER
TEACHING AND LEARNING IN THE ERA OF THE COMMON CORE
A JOBS FOR THE FUTURE PROJECT

www.studentsatthecenter.org

Questions?

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