

Mastery-Based Learning 101



October 8, 2015

OUTCOMES

- I can define Mastery-Based Learning
- I can give examples of two major concepts of Mastery-Based Learning



Connecticut General Statutes Sec. 221a(f)(3)

...For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, **or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.**



Mastery-Based Learning Guidelines for Implementation

On June 5, 2015 the Connecticut State Board of Education adopted Guidelines for Implementation for Mastery-Based Learning. The Guidelines are designed around the guiding principles of:

- I. Community Engagement
- II. Practice
 - I. Policy



PROJECT-BASED

COMPETENCY

STANDARDS

MULTIPLE PATHS

PORTFOLIO

STUDENT-CENTERED

MASTERY

21ST CENTURY SKILLS

MASTERY

DEMONSTRATION OF MASTERY
COLLEGE AND CAREER READY
PERSEVERANCE
CENTURY ENGAGEMENT

PERSONALIZATION
MULTIPLE PATHS TO LEARNING
WORK-BASED

ENGAGEMENT
DEEPER LEARNING
21ST CENTURY SKILLS
LEARNING ANYTIME
FLEXIBLE PACE
ANYWHERE
STANDARDS-BASED
FLEXIBILITY

RIGOR
LEARNING
LEARNING ANYTIME ANYWHERE

PERFORMANCE TASKS
ASSESSMENT FOR LEARNING

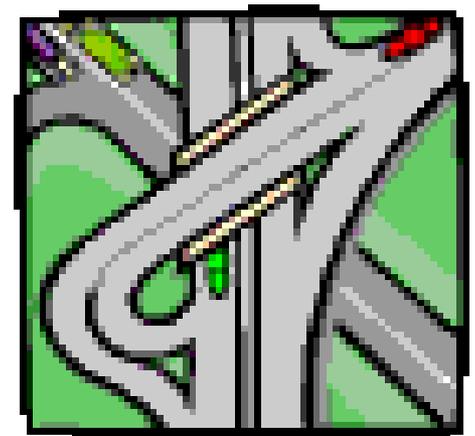
SKILLS
COMPETENCY

VARIETY OF ASSESSMENTS
STUDENT-CENTERED



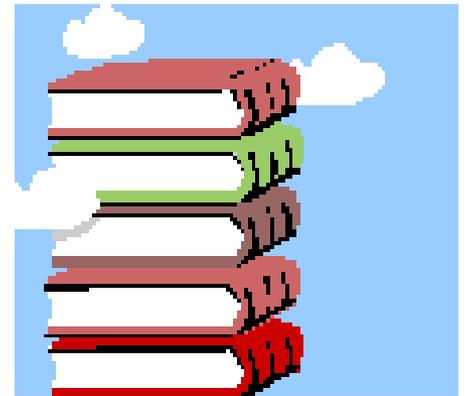
Proficiency

- Is a student's ability to transfer learning in and/or across content areas



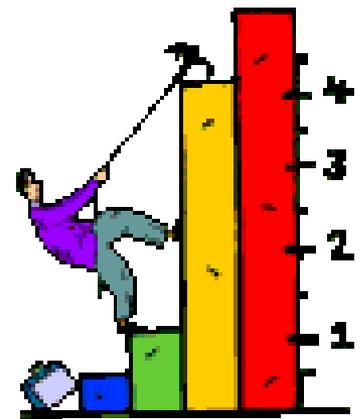
Mastery

- Is a student's ability to transfer learning in and/or across content areas



Competency

- Is a student's ability to transfer learning in and/or across content areas



Ten Principles of Mastery-Based Learning

Table Talk Activity

- Read the document and identify two principles:
 - One principle that is closest to what you are already doing in your district
 - One principle that you aspire to achieve in your district
- Write why you selected the principle you aspire to
- Share with a neighbor at your table
- Talk first about what you are already doing and then what you aspire to and why



Mastery-Based Learning and Traditional Seat Time “Carnegie Unit” Instructional Models

Mastery- Based Learning is Student-Centered

- Students must master a set of skills and critical knowledge in a unit of learning
- The competencies they build on include explicit, measurable, transferable learning objectives
- Formative assessment measures progress during instruction
- Students receive rapid, differentiated support based on their individual needs
- Students are given multiple opportunities to demonstrate their progress and achievement
- Students can meet competencies in the way that best aligns with their learning style

Traditional Learning is designed for the “Average Student”

- Students must master content in an organized instructional unit
- Students are instructed following a linear sequence and complete assignments and learning activities
- Students are assessed at the end of a unit
- The unit ends and students are assigned a grade
- Students move on to a new unit and begin the cycle again
- A “passing grade” can mask gaps in skills and knowledge

MASTERY-BASED LEARNING

Over a course of 3, 4 or 5 years, Connecticut students can learn through STUDENT-CENTERED pathways that ensure college and career readiness

Students are empowered to take ownership of their learning.

Rigorous, flexible learning opportunities prepare students for college and careers.

Learning takes place through real-world application and is not constrained by time and place.

Paths to completion are flexible to meet student needs and interests.



Instruction is fundamentally designed around the learner.

All students are ready and able to succeed in a global environment.

Multiple sources of data are used to provide timely intervention and/or acceleration.

Graduation is determined by student mastery and success on explicit, measurable learning outcomes.

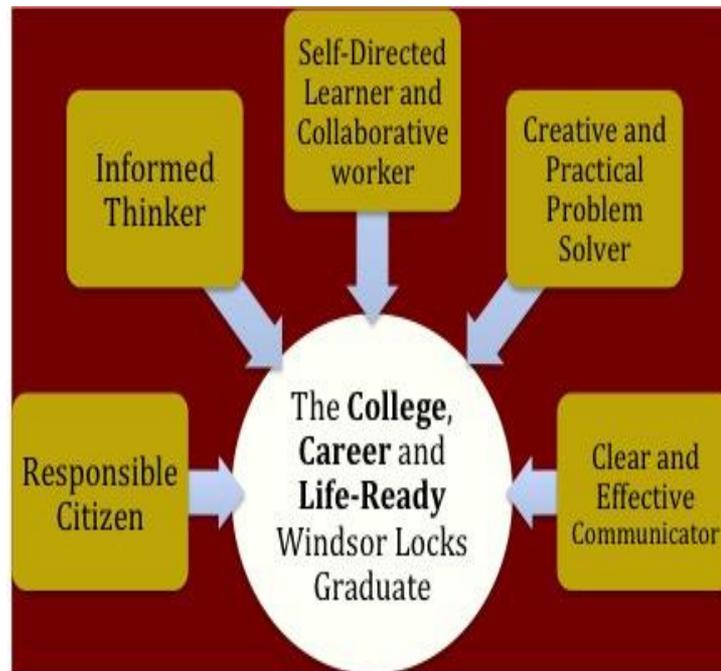
Frederick Douglas Academy

- https://www.youtube.com/watch?v=L9cyvlxcgDo&feature=player_detailpage
- https://www.youtube.com/watch?v=L9cyvlxcgDo&feature=player_detailpage#t=4



Windsor Locks Public Schools Dr. Susie Bell

Designing to the Edges



Windsor Locks Public Schools

Reconfiguring the School Day

I-Block link:



Mastery-Based Learning Extended Learning Opportunities

- An expansion of educational options beyond the course sequence that is historically offered
 - Can take place outside of the traditional classroom or school building
 - Satisfy graduation requirements by meeting state learning standards
 - Wide variety of educational experiences in diverse settings
 - Prepares students for success in college and career
- Internships/Work-Based Learning
 - Unpaid Experiential Learning Program (CSDE & DOL Collaborative Waiver Program)
 - Apprenticeships
 - Independent Research Projects
 - Online Classes
 - Community Service
 - Senior Demonstration Projects



Building a Strong Relationship Between Competency-Based Pathways and Career Technical Education

Achieve & NASDCTEc July 2015

“States that intentionally include CTE in their CBP vision can use CTE’s inherently competency-based elements to help break down the classroom walls that separate academics from CTE and to value learning wherever it happens, create opportunities for teachers to collaborate and innovate, and discover new ways for students to demonstrate their mastery of college- and career-ready (CCR) standards and competencies.”

- ✓ About 131,900 high school students are enrolled in CTE.
- ✓ 91% of CTE concentrators in Connecticut graduated from high school in 2013 compared to the national average of 81%.
- ✓ According to a national survey of CTE students, about one-third report having the chance to earn college credit, a certification or a degree because of their CTE work and two-thirds report having gained skills that will help them in the future.
- ✓ Middle-skill jobs account for 49% of Connecticut’s labor market, but only 39% of workers in Connecticut possess the required skills, leading to a skills gap, which CTE can help address.
- ✓ By 2018, the Business Management and Administration Career Cluster is projected to be Connecticut’s largest cluster while Information Technology will be the fastest growing cluster.



News Flash: High School Students Are Bored

66% of students surveyed said they are bored on at least a daily basis in school

17% are bored in *every* class

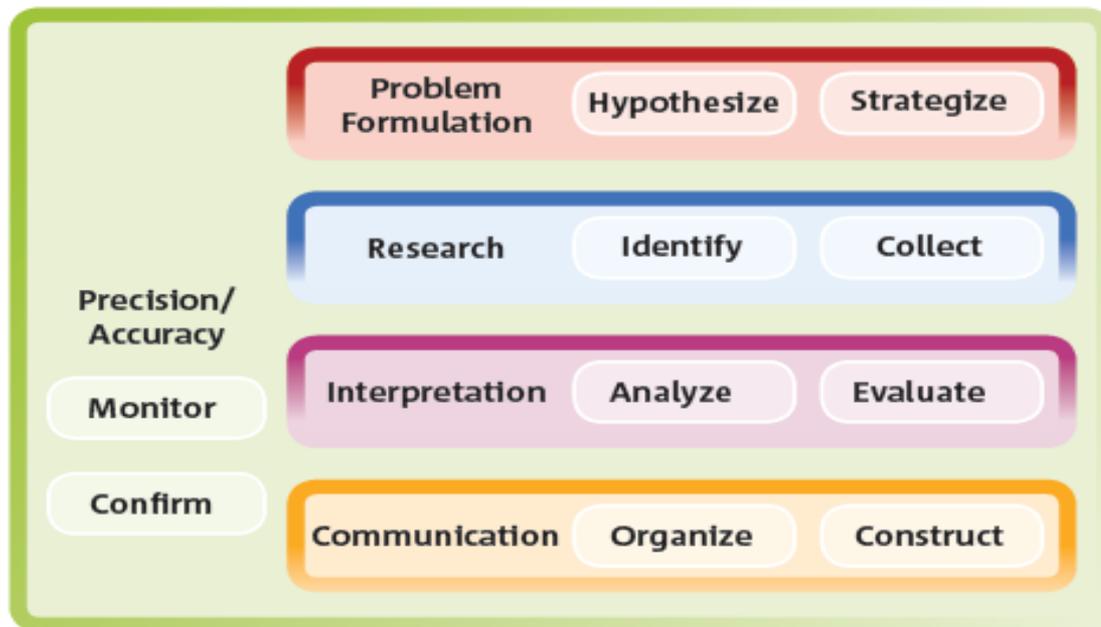
Factors most frequently cited: "material wasn't interesting" and "lack of relevance"

82% want more opportunities to be creative at school

- *2009 High School Survey of Student Engagement, Center for Evaluation and Education Policy at Indiana University*

- *Anthony Rebora, Ed Week, 7/1/10*

The Key Cognitive Strategies



There are five thinking skills necessary for students to be ready for—and successful in—both college and a career.

David T. Conley, 2010

Cognitive Strategies

- Problem solving, research, interpretation, reasoning, precision and accuracy

Content Knowledge

- Key foundational content and “big ideas” from core subjects

Academic Behaviors

- Self Management - Time management, study skills, goal setting, self-awareness, persistence

Contextual Skills and Awareness

- “College Knowledge” - Admissions requirements, affording college, colleges types and missions, college culture, relations with professors

Windsor Locks High School

Allison Nelson, Pathways Coordinator



Mastery-Based Learning Next Steps

- Coming Soon: Website development in partnership with CAPSS
- Community of Practice for Superintendents through CAPSS
- League of Innovative Schools
 - Webinar Series
 - LIS of CT State Meetings
 - LIS of CT Skill Building Institutes
- For information on visiting a League meeting or joining the LIS of CT, please contact:

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QUESTIONS



Thank You

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