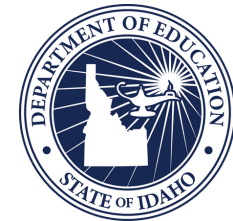


Idaho Mastery-Based Education Staging Guide



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Mastery Education

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CREATED JUNE 2020

MASTERY STAGING GUIDE | INTRODUCTION



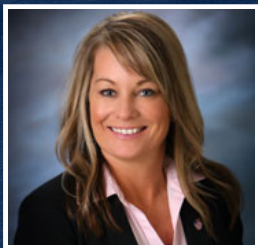
WELCOME!

The Idaho Mastery Based Education Framework builds on the definition of mastery education provided in Idaho law and spotlights the legislative intent to provide learning environments where students are empowered, competencies are demonstrated, learning is personalized, and mastery is recognized. Idaho Code 33-1632 defines mastery based education as :

"an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time of the age or grade level of the student"

Mastery learning supports our goal that all Idaho students persevere in life and are ready for college and careers. Together we collaborate to support student progress and achievement.

Transforming traditional education to student centered mastery learning systems touches every part of the system. It is complex work, and this Staging Guide is intended to clarify the steps and make the change process manageable.



Sherri Ybarra, Ed.S.
Superintendent of Public Instruction





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IDAHO MASTERY-BASED EDUCATION FRAMEWORK

The Idaho Mastery-Based Education Framework defines a learning environment where **students are empowered, competencies are demonstrated, learning is personalized,** and **mastery is recognized.** Through our work on school culture, curriculum and assessment, instruction, and policy, we create practices and systems of mastery learning that support all students in meeting rigorous outcomes, defined by competencies, standards, and goals for our learners.

Access the full printable Idaho Mastery-Based Education Framework [here >>](#)



IDAHO MASTERY-BASED EDUCATION FRAMEWORK

The Framework organizes our approach to mastery-based education through the following components.

Learning culture *empowers students.*



The transparency in a mastery-based learning system encourages students to play a greater role, and invest more, in their educational success. With the support of teachers, students take productive risks to learn and demonstrate the competencies, as the focus shifts to learning rather than earning a grade. They make important decisions about their learning pathways, providing insight on projects, activities, and the individual support needed to reach their potential. Self-reflection, self-assessment, goal setting, and progress monitoring, become regular habits. Through meaningful collaboration and routine teacher and peer feedback, learners support one another in their academic growth.

Curriculum and assessment enable students to *demonstrate competency.*



The College and Career Competencies adopted by the State Board of Education provide the foundation for the Idaho Mastery-Based Education Framework. Competencies represent the knowledge, skills, and personal attributes that lead to success. Mastery learning environments focus on competencies through rigorous real-world applications that prepare students for diverse postsecondary pathways. Competencies make learning equitable and transparent through explicit, measurable, and transferable learning objectives.

Instructional practices *personalize learning.*



Mastery learning provides a foundation for personalized learning through flexible pacing and delivery of common expectations and performance-based assessments. Students receive timely, differentiated supports based on individual academic strengths and needs, and the opportunity to share their understanding in multiple ways. Learning experiences offer opportunities to collaborate in meaningful ways by leveraging student interests and connections to their community. Personalized learning, driven by meaningful interactions with teachers and peers, results in higher levels of student engagement and agency.

Policies and systems *recognize mastery.*



Coupled with flexibility in pace and delivery, mastery learning is grounded in the idea that students progress when they demonstrate mastery of key content and skills, regardless of the time spent in class or where instruction takes place. Students also have opportunities to demonstrate mastery in multiple formats. Mastery-based education systems ensure learners have equitable access to supports that promptly identify and address learner needs so they can move at their optimal pace through and into new learning experiences.

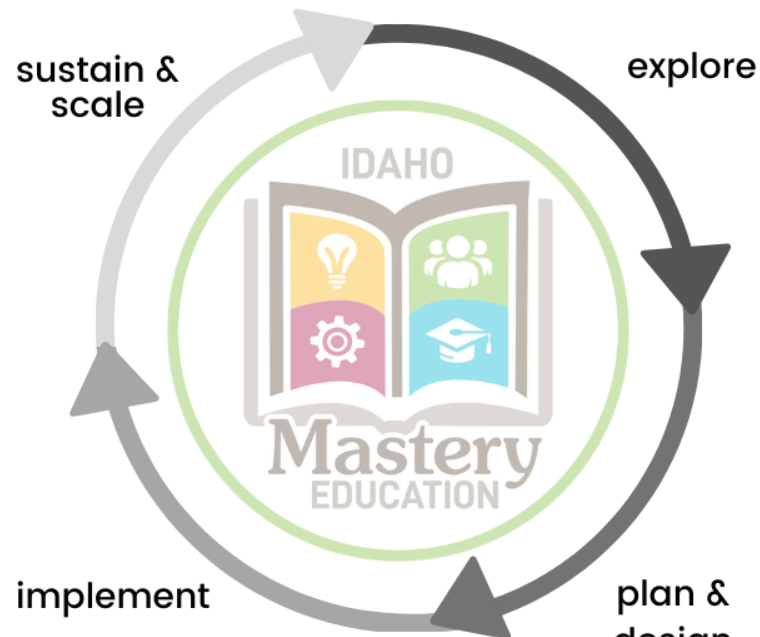
FOUR STAGES IN THE SHIFT TO MASTERY

The activities in this guide are organized within stages and show an overall sequence of the journey, highlighting smart entry points for individuals and teams, based on readiness from prior knowledge and work completed. It is an ongoing process of learning and change. Where is your team ready to explore, plan and design, implement, or scale?

KEY ACTIVITIES BY STAGE:

- Systematize processes
- Induct new community members
- Calibrate practice
- Ongoing feedback
- Refine policies
- Share results

- Implement the plan
- Continue building capacity
- Collect data
- Analyze data
- Reflect and refine goals
- Share progress



- Build background
- Self assess
- Develop questions
- Identify resources
- Investigate existing models
- Engage stakeholders

- Create common understanding
- Develop plan
- Clarify roles and responsibilities
- Build capacity to implement the plan
- Establish accountability

KEYS TO CHANGE

The Staging Guide incorporates the following key ideas to successful change management within the approach:

- **STAKEHOLDER PARTICIPATION:** All stakeholders must work together to remove systemic barriers in order to create a student centered mastery learning system. That means members of the school community will have different roles throughout the process, serving at different points as participants, decision makers, and advocates.
- **TEACHER SUPPORT:** Supporting teachers with resources and time devoted to capacity building throughout the process drives the change. Shifts in teacher practice with respect to curriculum, assessment, and pedagogy are the most powerful levers of impact on student outcomes. Well designed systems are no replacement for highly skilled people.
- **COMMUNITY INVOLVEMENT:** Local conditions inform the specific sequence of actions a system undertakes, supported by research, proven practice, and the experience of systems that have done the work. There is no one single pathway to a sustainable, scalable mastery learning system because the needs and values of the communities they serve form the foundation for any well designed system.
- **STUDENT CENTERED:** Mastery based education systems ensure that all students are given what they need to be successful, including support, time, and multiple opportunities to practice and demonstrate learning. Mastery learning systems are inclusive, nurturing, and culturally sustaining environments where failure is not an option.



GETTING STARTED...

In the next few chapters you'll dig deeper into the Mastery-Based Education Framework.

Each chapter focuses on one key component of the framework and walks you through the stages to bring mastery into your classrooms and schools.

Use this guide as a reference to define your areas of focus and find recommendations, ideas, and resources to help your team reach its goals.

Ready?

WITHIN EACH CHAPTER YOU'LL FIND:



Important **shifts** to consider in mastery-based thinking and practice



Indicators of mastery-based learning from the system and student perspectives



Outcomes for the stage given the steps and tools provided



A **self-assessment** to identify reasonable entry points based on work already done and priorities



Activities and resources to build capacity depending on your role, and to get additional **support** if you have questions or need technical assistance

WHERE DO YOU WANT TO GO?

Click on the section of the Staging Guide you want to explore.

INTRODUCTION

STUDENTS
EMPOWERED



LEARNING
PERSONALIZED



COMPETENCIES
DEMONSTRATED



MASTERY
RECOGNIZED



APPENDICES