

Mastery-Based Learning

The Next Steps in RUSD's Transition

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From Great Schools Partnership

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Outcomes

Review the key concepts of Mastery Based Learning

Outcomes

Understand why RUSD is making a transition to Mastery Based Learning and how it relates to the Guide for Instructional Direction

Outcomes

Review the work that has been completed already, is in progress now, and is planned for the future

Outcomes

Know who in RUSD is leading this work currently **and how I can support it in my school**

Steering Committee

Facilitators – Jamie Angulo and Steve Dunlap

Members –

Felicia Cruz-Delgado

Kristian Sorensen

Kiersten Reno-Frausto

Richard Prince

Hayley Calhoun

Cindy Hartshorn

Dan Sosa

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Lynn Carmen-Day

Shani Dahl

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Annette Raspudic

Jacqueline Perez

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Implementation Committee

Facilitators – Felicia Cruz Delgado, Annette Raspudic and
Kristian Sorensen (*note: also on Steering
Committee*)

Members –

Kathleen Doubrazsky

Ratmony Yee

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Stephanie Niechayev

Matt Cash

Larissa Pineda

Alfredo Guerrero

Lisa Kells

~~Proficiency~~

~~Competency~~

MASTERY-Based

Learning 101

MASTERY

is a student's ability to transfer learning in and/or across content areas.

WHY

Mastery-Based Learning?



RIVERSIDE UNIFIED SCHOOL DISTRICT

EVERY STUDENT, EVERY DAY

GUIDE FOR INSTRUCTIONAL DIRECTION

DEFINE MASTERY

STEP ONE: MASTERY OF GUARANTEED LEARNING

Define mastery of guaranteed learning clearly.

PORTRAIT OF A GRADUATE

Portrait of a Graduate embodies the RUSD community's expectation for all students to be college, career, and world ready. The "Portrait" lists the knowledge, concepts, skills, and habits educators will foster in each young person. In each of the four domains, proficiency is determined and indicators for mastery are assessed. All stakeholders are clear about what students are to learn, be able to do, and be like. Over time, there will be an expectation that the student demonstrates essential learning that shows proficiency before advancing to mastery of other essential learning. Collaborative teams (PLC) have common agreement on these indicators for learning.

The four domains of the student portrait are:

RUSD graduates will...

1. Master **academic knowledge and skills**, knowing academic disciplines and what they need to be successful and independent in the 21st century.
2. Set and meet reasonable goals and persevere to positively affect self, family, city, nation, and world (acquire **effort-based dispositions**).
3. **Think critically, communicate** effectively, and solve problems creatively.
4. Tend to their physical and social-emotional **well-being** over time.



KNOW- Academic Knowledge and Skills

RUSD graduates demonstrate deep knowledge of the academic disciplines and are successful and independent in the 21st century.

- Reading
- Writing
- Math
- Science
- History
- Competent in one or more non-core areas
- Technological literacy, financial literacy, and language development

ACT- Effort-Based Disposition

RUSD graduates set and meet reasonable goals and persevere to positively affect self, family, city, nation and world.

- Leadership
- Goal Setting and Attainment
- Resilience
- Work Ethic
- Survival and Help Seeking Skills
- Assertiveness
- Cross-cultural Skills
- Citizenship – Traditional and Digital
- Civic Engagement
- Personal and Social Responsibility

THINK- Clear Thinking and Communication Skills

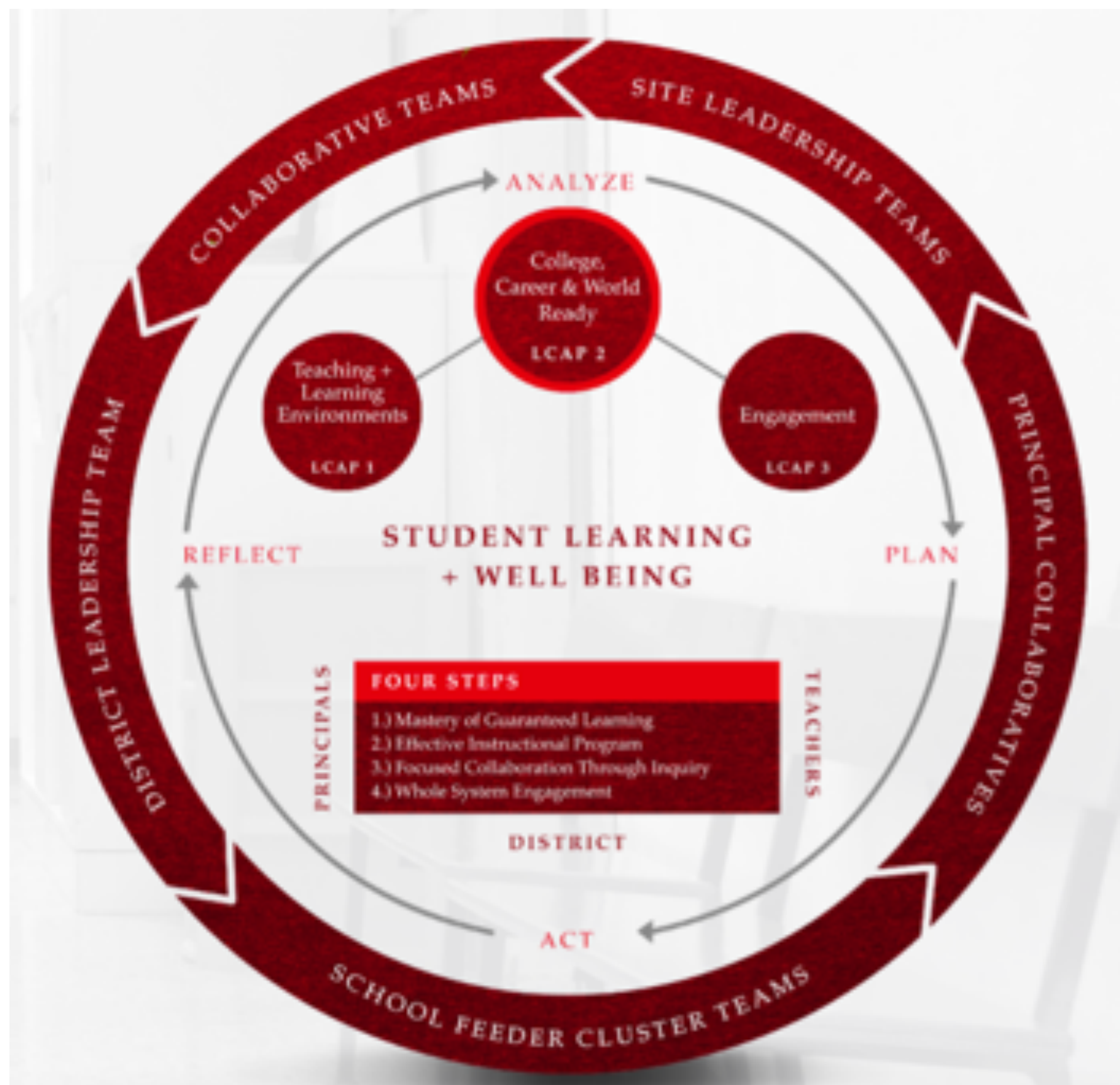
RUSD graduates think critically, communicate effectively, and solve problems creatively.

- Critical Thinking
- Sound and Valid Argumentation
- Well Spoken
- Creativity
- Problem Solving Skills
- Collaboration
- Organization
- Note Taking
- Research

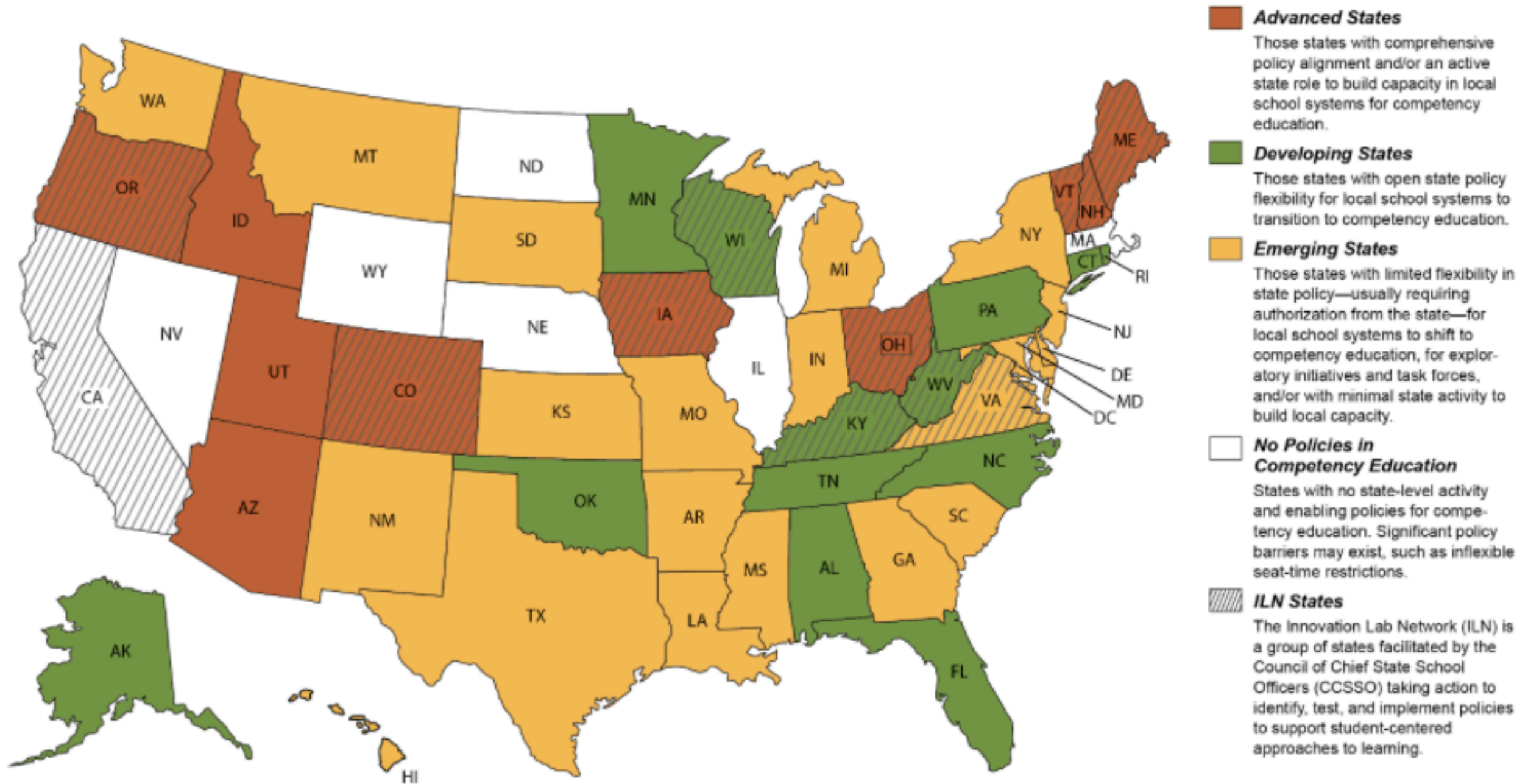
BE- Well-Being and Adaptability

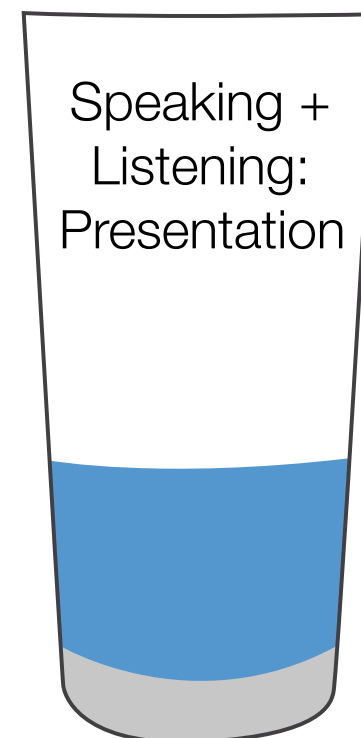
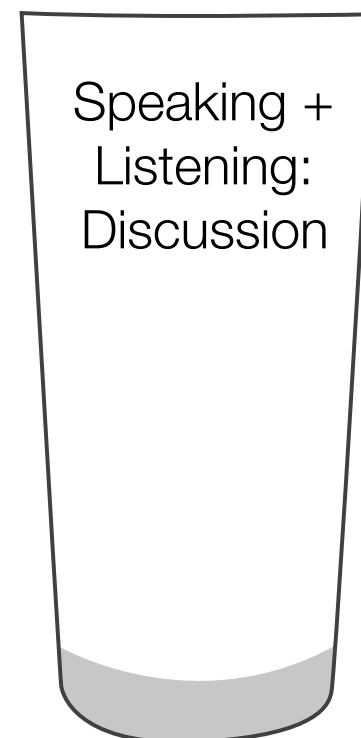
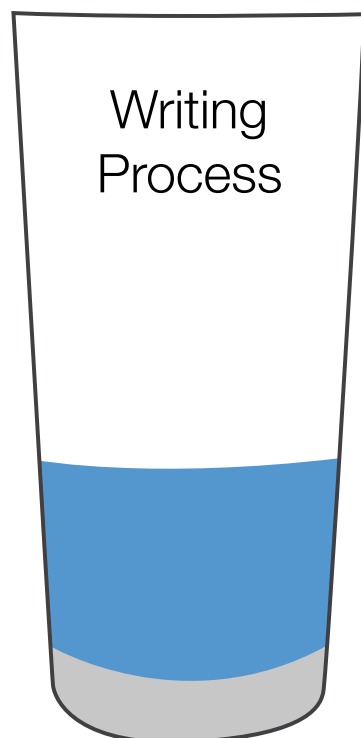
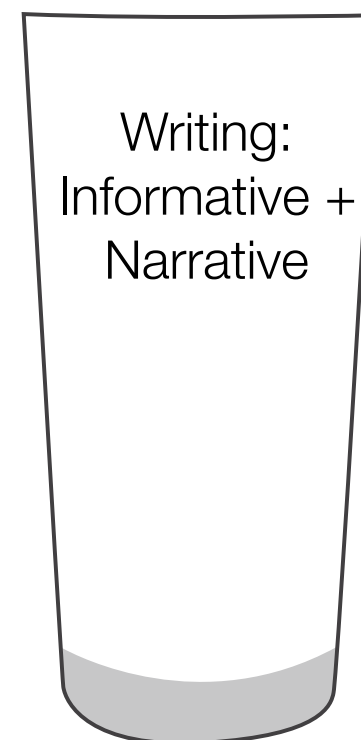
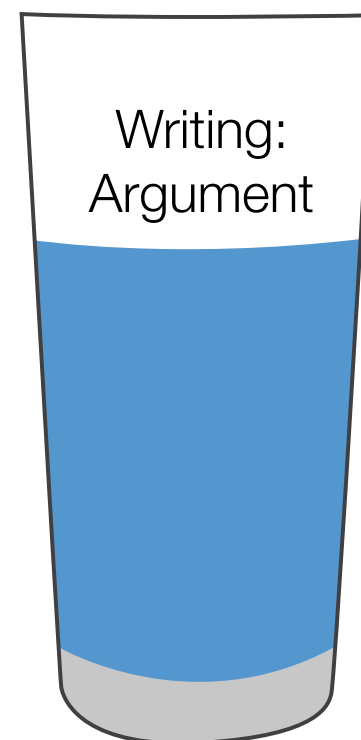
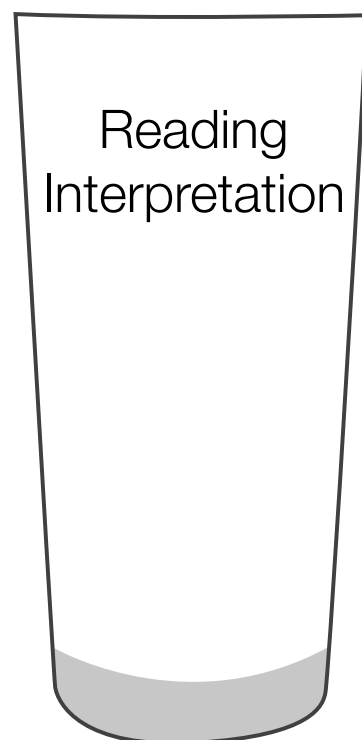
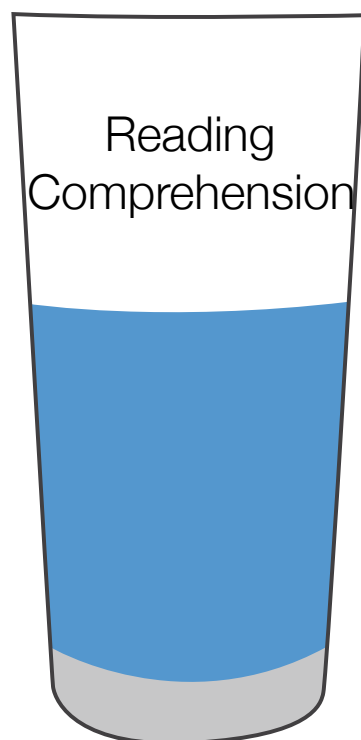
RUSD graduates tend to their physical and social-emotional well-being over time.

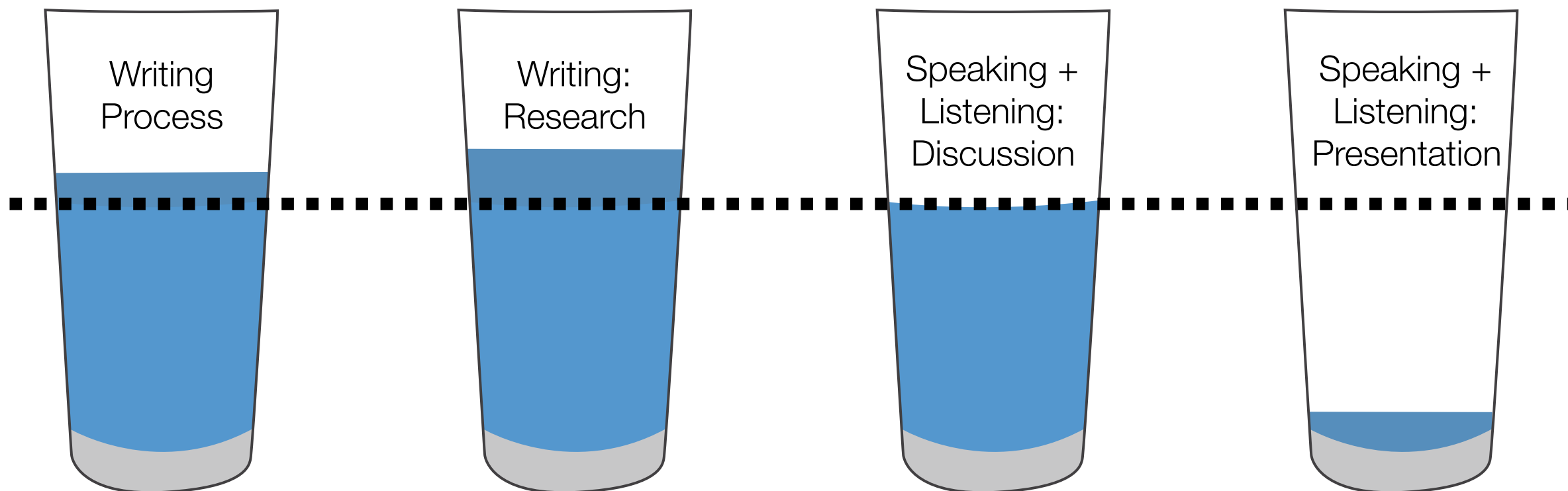
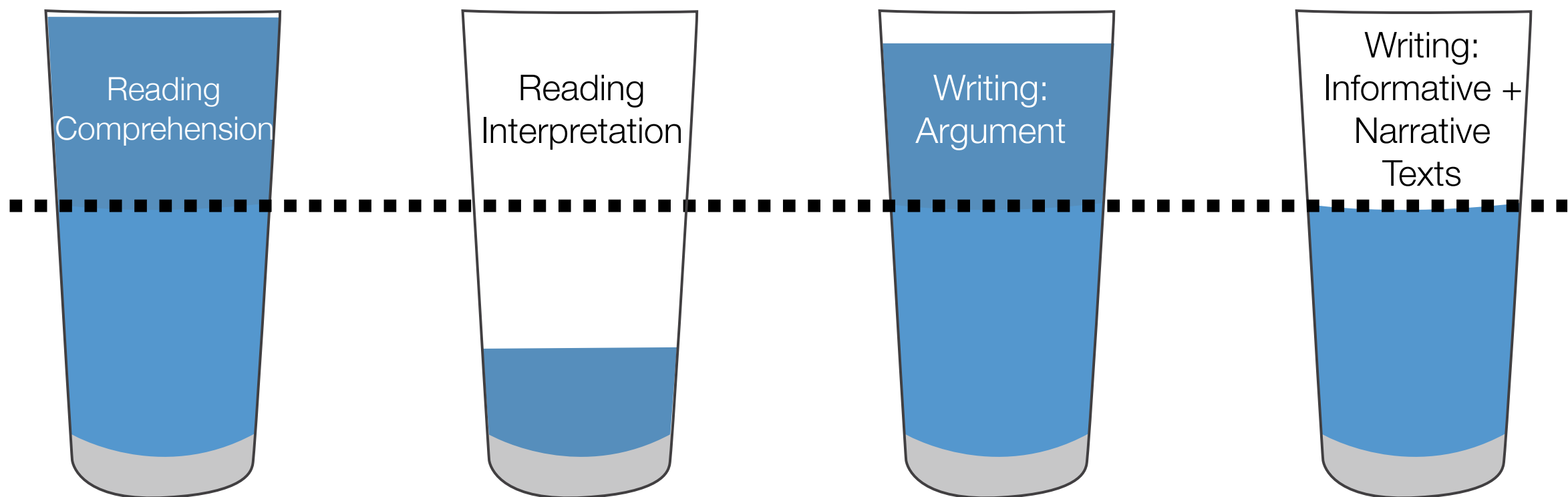
- Flexibility
- Nurtures socio-emotional well-being
- Maintains Physical Wellness
- Confidence
- Courage
- Perspective
- Uses etiquette appropriate to the situation

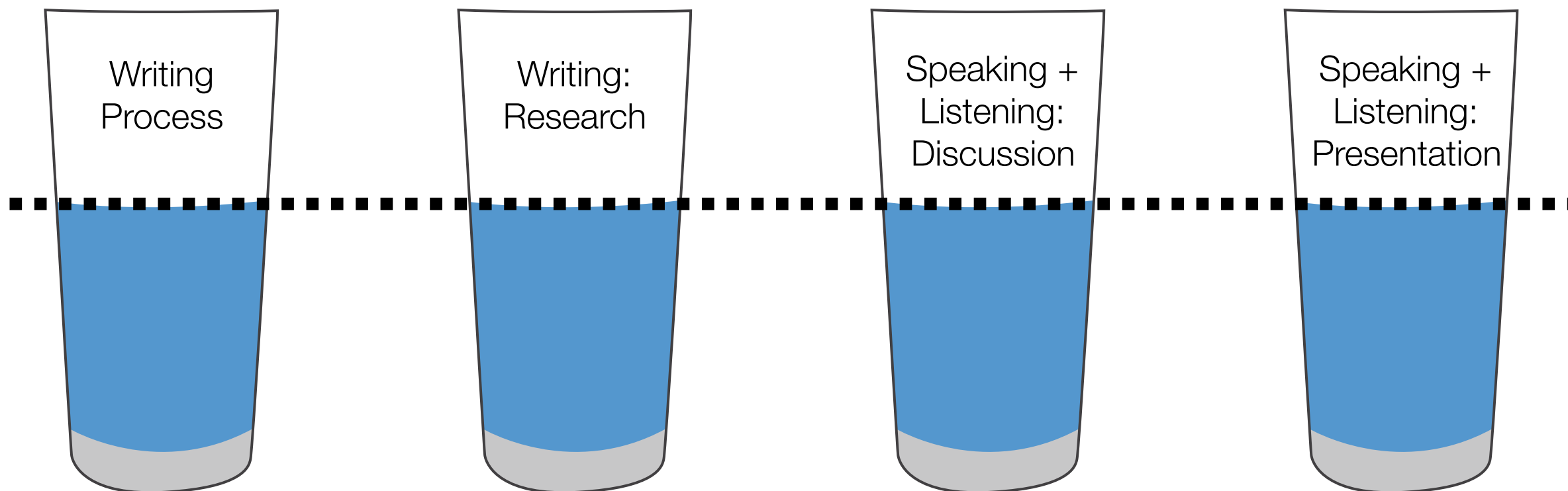
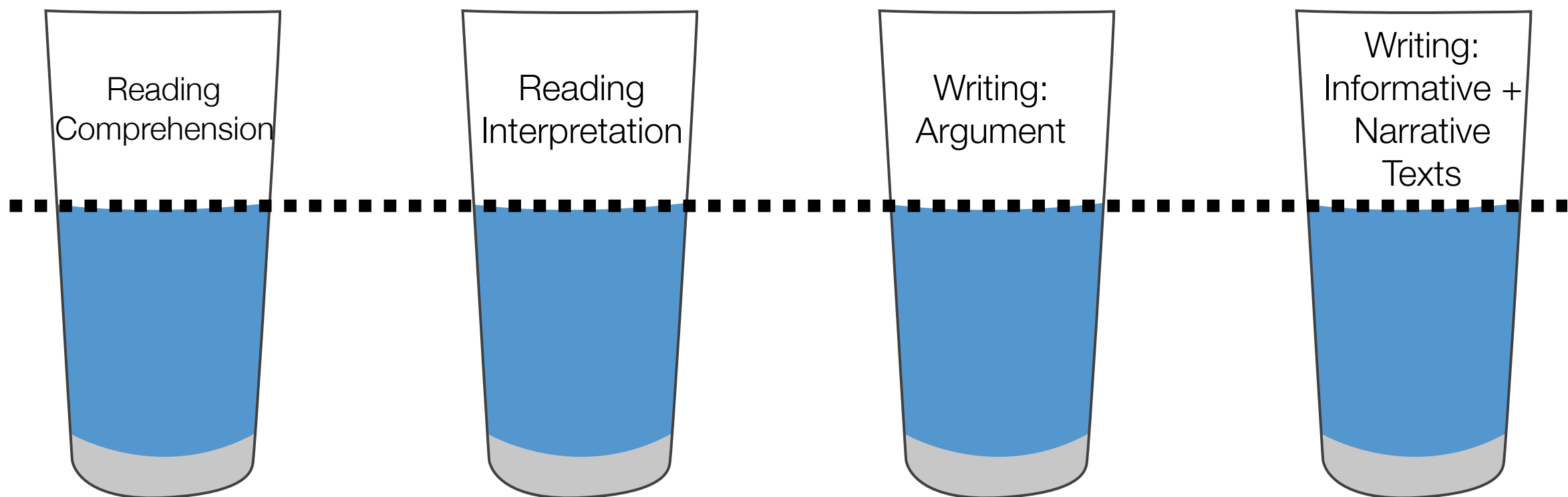


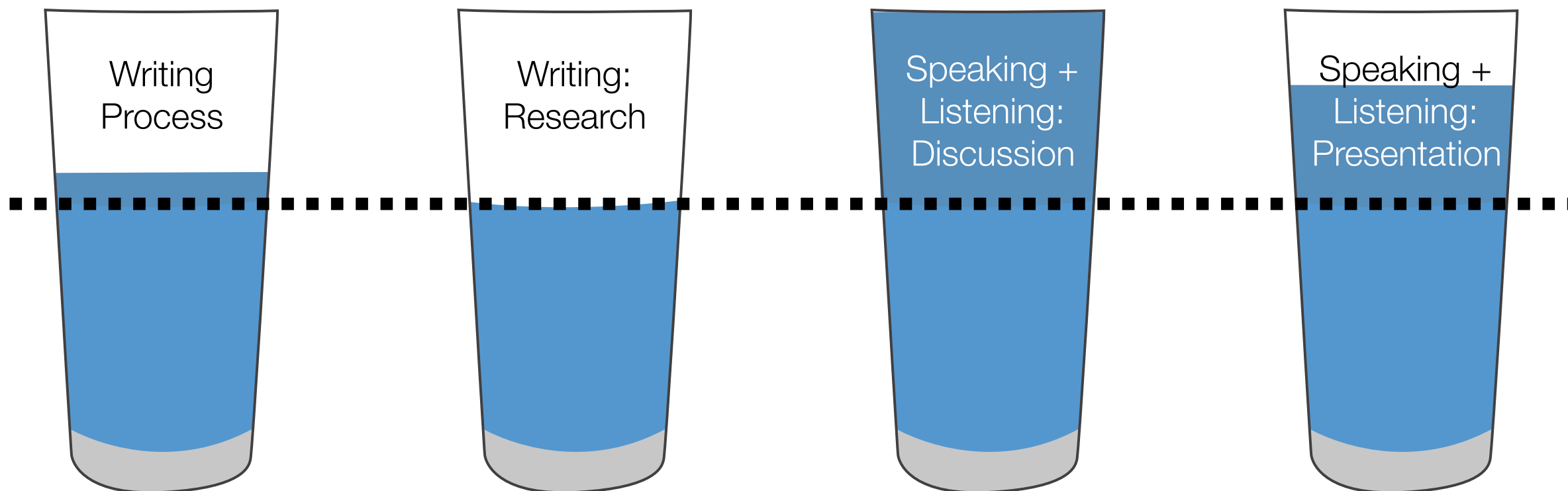
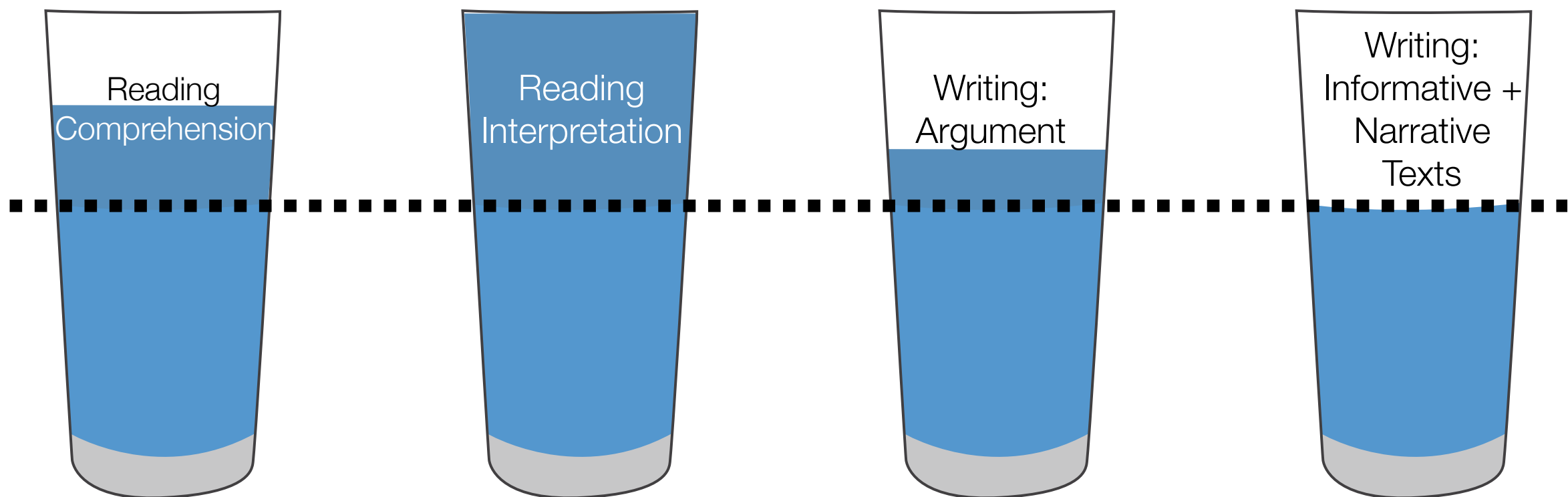
A Snapshot of K-12 Competency Education State Policy Across the United States











Connecting our work to the research

**Last year our entry point to this
larger vision was:**

**What are the most foundational
and enduring skills and
concepts in our content area?**

**What will students in
RUSD
need to demonstrate
mastery in in order to
graduate?**

**The answers to these
questions are the RUSD
graduation competencies**

A Graduation Competency Is...

a foundational, enduring, and
leveraged concept or skill within a
discipline.

A Performance Indicator...

Describes or defines what students need to know and be able to do to demonstrate mastery of the graduation competency. It is **measurable**.

Students can **demonstrate** their performance over time.

Learning Targets...

are the component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks (*think small grains of rice...*)



Graduation Standard	Writing Students write for diverse audiences and purposes with precision and coherence.
Performance Indicators	a. I can construct an argument using valid reasoning and sufficient evidence by introducing a knowledgeable claim, distinguishing the claim from alternate or opposing claims, and developing the claim(s) and counterclaims sequentially. (W11-12.1A-C, <u>ELD.PI.11-12.10.Br</u> , <u>ELD.PII.11-12.1.Br</u>)
Learning Targets	GIVEN WHAT WE KNOW ABOUT THIS WHAT MIGHT BE AN EXAMPLE?

Scoring Criteria

Key Ideas

- ➔ The goal of Mastery is **transfer**, not a checklist of activities
- ➔ Common Scoring Criteria **define mastery** - how good is good enough
- ➔ Common Scoring Criteria ensure **alignment across assessments** of the same indicators
- ➔ Common Scoring Criteria promote **equitable outcomes for all students while allowing for personalization** of learning experiences and demonstrations

Designing Scoring Criteria

Graduation Competency 1: Writing

Students write for diverse audiences and purposes with precision and coherence.

Performance Indicators:	1	2	3	4
1a: I can construct an argument using valid reasoning and sufficient evidence by introducing a knowledgeable claim, distinguishing the claim from alternate or opposing claims, and developing the claim(s) and counterclaims sequentially. (W11-12.1A-C, ELD.PI.11-12.10.Br, ELD.PII.11-12.1.Br)	I can write an argument that: <ul style="list-style-type: none">• introduces a claim• uses reasoning based on textual evidence	I can write an argument that: <ul style="list-style-type: none">• introduces a claim• uses reasoning and sufficient supporting evidence from text & other sources	I can write a logical argument that: <ul style="list-style-type: none">• introduces an evidence-based claim• uses logical reasoning and sufficient supporting evidence from credible text & other sources• distinguishes the claim from alternate or opposing claims• develops the claim(s) and counterclaims sequentially	I can create a logical argument that: <ul style="list-style-type: none">• expands upon an evidence-based claim that is explicit or implicit• uses logical reasoning and synthesizes supporting evidence from multiple credible text & other sources• critiques alternate or opposing claims• articulates a new voice that builds upon seemingly unconnected ideas• explores the claim(s) critically and meaningfully

How are Scoring Criteria used?

CREATING A RUBRIC FOR A SUMMATIVE ASSESSMENT

Performance Indicator	1	2	3	4
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Science Performance Indicator			Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Science Performance Indicator			Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Cross-Curricular Performance			Apply evidence in a novel or unfamiliar situation to design a model or solution.

Key idea about MBL:

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.

HABITS OF WORK

TIMELINESS

RESILIENCE

DOING HOMEWORK

ORGANIZING MATERIALS

METACOGNITIVE STRATEGIES

PARTICIPATION

COOPERATION

**GOAL SETTING AND
ATTAINMENT**

EMPATHY

ATTENDANCE

FOCUSED ATTENTION

**SURVIVAL AND HELP
SEEKING SKILLS**

RESPECT

**PERSONAL AND
SOCIAL RESPONSIBILITY**

add Tatiana slide and reference elementary transition

K-12 graduation
competencies were
developed across
the curriculum

RUSD Staff Developers
and Instructional
Specialists drafted high
school performance
indicators and scoring
criteria

Timeline

RUSD plans to implement MBL
fully for the class of 2024

What about
colleges?

What About Colleges?



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Empowering the next generation of citizens, workers, and leaders

NESSC LOGIN

LEAGUE LOGIN

ABOUT

STATES

RESOURCES

LEAGUE

CONFERENCE

NEWS

Home » Resources » Collegiate Endorsement

Collegiate Endorsement of Proficiency-Based Education and Graduation

56 New England Colleges and Universities Support Stronger Student Preparation

Over the past decade, the movement to adopt **proficiency-based approaches** to teaching, learning, and graduating has gained momentum in New England, and throughout the country, as more educators, parents, business leaders, and elected officials recognize that high educational standards and strong academic preparation are essential to success in today's world.

With some parents wondering about the effects that proficiency-based learning will have on their children or the college-admissions process, the Consortium reached out to higher education institutions throughout the region. We asked them directly about their support of proficiency-based learning, and their response has been both affirming and inspiring.

To capture the sentiment of higher education, we developed the Collegiate Endorsement of Proficiency-Based Education and Graduation, which has been signed by a significant—and growing—number of colleges and universities, as well as by the higher education systems in five New England states.

[»» Download the press release](#) 📄

The Endorsement

Joining other institutions of higher education and the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments and higher completion rates in our degree



Collegiate Endorsement

1. Endorse competency-based approaches to instruction, assessment, reporting, and graduation that establish universally high learning standards and expectations for all students in K–12 schools.

2. Accept a wide range of transcripts if the students meet our stated admissions requirements and the transcripts provide a full and accurate presentation of what an applicant has learned and accomplished.

3. Pledge that applicants to our institutions with mastery-based transcripts will not be disadvantaged in any way.

What About Other Colleges?



HARVARD COLLEGE | Office of Admissions and Financial Aid

COLLEGIATE STATEMENT REGARDING PROFICIENCY-BASED EDUCATION & GRADUATION

Harvard College, a most selective institution of higher education, accepts applications for admission from students attending secondary schools from across the United States and the world. We admit students from a wide variety of educational settings, rural and urban, private and public schools.

Regarding the New England Secondary School Consortium and its efforts to implement proficiency-based practices and graduation in schools throughout the region and beyond, parents and the public should be advised that Harvard College:

1. Accepts a wide range of student transcripts if they meet our stated admissions requirements and provide a full and accurate presentation of what an applicant has learned and accomplished
2. Assures applicants to our institution from schools with proficiency-based transcripts that they will not be disadvantaged in any way.

We are pleased to join the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study; leading to increased collegiate enrollments and higher college completion rates.



**We are starting these
conversations...**

What Colleges Tell Us:

- The school profile is vastly underutilized (by *public* schools). A clear school profile is an invaluable complement to a student's transcript.
- Students *are* compared and sorted in this process. The profile can help colleges understand what the student has done in comparison to his/her peers.
- In some cases, a 1-4 reporting system without finer gradations can be a challenge ***without*** a good school profile.

QUESTIONS & FEEDBACK

For more information, and resources please visit:
[**http://www.greatschoolspartnership.org/rusd/**](http://www.greatschoolspartnership.org/rusd/)

Debrief

1. What are you excited about?
2. What do you need to know more about?
3. What questions do you still have?