



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 1:15-2:15 PM ET

Reimagining Washington's Education System Through Mastery-Based Learning and a Profile of a Graduate

PRESENTERS:

- Alissa Muller, Washington State Board of Education
- Ashley Lin, Union High School
- Senator Lisa Wellman, Washington State Senate Early Learning & K-12 Education Committee
- Ron Mayberry, Bethel School District
- Rhett Nelson, Office of Superintendent of Public Instruction (OSPI)





Mastery-based Learning

in Washington State



The Washington State
BOARD OF EDUCATION
sbe.wa.gov

Reimagining Washington's Education System Through Mastery-based Learning and a Profile of a Graduate



Mastery-based Learning

in Washington State

MBL Work Group Members & Background Information

Panelists & MBL Work Group Members



Sen. Lisa Wellman,
Chair of the Early
Learning & K-12
Education
Committee,
Washington State
Senate



Ashley Lin, 2021
Graduate from
Union High School
(Camas School
District),
Association of
Washington
Student Leaders



Ron Mayberry,
Bethel School
District, Online
Learning
Advisory
Committee



Rhett Nelson
Director,
Alternative
Learning
Department,
Office of
Superintendent
of Public
Instruction

Work Group Members



Rep. Sharon Tomiko Santos, Chair of Washington State House Education Committee



Sen. Lisa Wellman, Chair of WA State Senate Early Learning & K-12 Education Committee



Rep. Alex Ybarra, House Education Committee Member



Sen. Ann Rivers, Ways and Means Committee Member and Senate Republican Leadership



Ashley Lin, Senior at Union High School (Camas School District), AWSL



Dr. Kory Kalahar, Principal, WestSide High School, Wenatchee Public Schools



Miguel A. Saldaña, Teacher, Pasco High School, Pasco School District



Ron Mayberry, Bethel School District, Online Learning Advisory Committee



Frieda Takamura, Renton Technical College Board of Trustees, EGOAC Member



Jenny Morgan, Counselor, Capital High School, Olympia School District



Aurora Flores, Academic Counselor at Omak School District (SD), Manson SD Board Member, Immediate Past President of WSSDA



Dr. Donita Torres, Eastern Washington University, WA Association of Colleges for Teacher Education



Paul Pitre, Seattle Chancellor and associate professor at WSU Everett, local nonprofit board member, SBE member



Krestin Bahr, Peninsula School District Supt., Immediate Past President of WASA



Rhett Nelson, Director, Alternative Learning Department, OSPI



Alexandra Manuel, Executive Director, Professional Educator Standards Board



Amelia Moore, Washington Student Achievement Council



Vision of the Work Group

Our vision of a mastery-based learning (MBL) system is one that:

- **Empowers** students to advance upon demonstrated mastery of content, rather than seat time or age
- **Celebrates** diversity and every student feels a sense of belonging in their school community
- **Enables** students to direct their own learning and serves each student based on their personalized needs
- **Honors** the assets students bring and engages students through their diverse cultures and communities
- **Allows** students' innate creativity to shine through in their learning
- **Values** learning experiences that take place in environments outside the classroom
- **Facilitates** students' voices and transition to higher education and careers
- **Supports** both students and educators as lifelong learners; provides the freedom to fail and celebrates the resulting learning
- **Demonstrates** flexibility and responsiveness in our changing world



Mastery-based Learning Collaborative (MBLC)

Project objectives include:

- **Establish** a statewide infrastructure to provide needed professional development, policy, and communications support to enable districts/schools to implement MBL.
- **Demonstrate** that schools can successfully implement MBL with student learning and assessment that are more authentic, engaging, and culturally connected and sustaining.
- **Document** the key steps that states, districts, and schools must take to transition to MBL successfully.
- **Positively impact** student engagement and progress toward learning goals.





Mastery-based Learning

in Washington State

Graduate Profile: Guiding Vision for the K-12 System



Mastery- based Learning Work Group Charge

- By December 2021, the work group develops a Washington state **profile of a graduate** describing the cross disciplinary skills a student should have developed by the time they graduate.
- Consult with students, families, and educators who have been underserved by the education system.
- Also get input from higher education and business.
- The State Board of Education will submit recommendations to the legislature to align graduation requirements with the profile of a graduate by December 2022.

We are trying to learn...

How can we describe the things any student will have learned in order to be prepared for all the different kinds of success we want?
...aka "Profile of a Graduate"



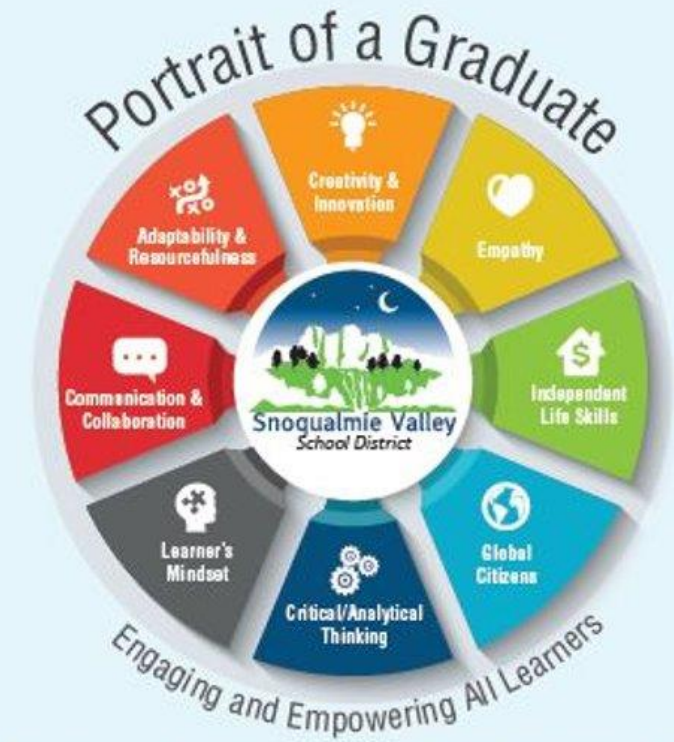


Mastery-based Learning

in Washington State

Profile of a Graduate Examples

- Creativity & Innovation
- Empathy
- Independent Life Skills
- Global Citizen
- Critical/Analytical Thinking
- Learner's Mindset
- Communication & Collaboration
- Adaptability & Resourcefulness



**Educating all Snoqualmie Valley children
for college, career, and citizenship.**

- | | |
|---|---|
|  <p>Creativity & Innovation
Demonstrates originality, imagination, and new ways of thinking about things. Translates original and inventive thinking into viable solutions.</p> |  <p>Critical/Analytical Thinking
Applies disciplined thinking that is clear, rational, open-minded, and informed by evidence.</p> |
|  <p>Empathy
Demonstrates awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture.</p> |  <p>Learner's Mindset
Embraces curiosity to experience new ideas and possesses the desire to learn, unlearn, and relearn.</p> |
|  <p>Independent Life Skills
Leverages time management skills, organizational techniques, work ethic, and financial literacy to live independently and accomplish goals.</p> |  <p>Communication & Collaboration
Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and context. Honors and leverages others' strengths to build collective commitment and action.</p> |
|  <p>Global Citizens
Values and embraces diverse cultures and unique perspectives through mutual respect, open dialogue, and civic responsibility.</p> |  <p>Adaptability & Resourcefulness
Works effectively in a climate of ambiguity and changing priorities. Accesses, selects, and uses resources efficiently and wisely to achieve success.</p> |

- Use Resources
- Design Solutions
- Reason Quantitatively
- Navigate Conflict
- Lead Teams
- Sustain Wellness
- Lead Inquiry
- Express Ideas
- Read Critically
- Learn Independently
- Develop Networks
- Engage as a Citizen

COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE



USE SOURCES

I can engage with diverse sources of information.



LEAD INQUIRY

I can frame questions and organize an investigative process.



DESIGN SOLUTIONS

I can engage in a systematic design process, independently and with others.



EXPRESS IDEAS

I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.



REASON QUANTITATIVELY

I can think and solve problems like a mathematician.



READ CRITICALLY

I can make meaning of, engage with, and critique diverse forms of media.



NAVIGATE CONFLICT

I can contribute toward healthy dynamics between individuals and among communities.



LEARN INDEPENDENTLY

I can apply metacognitive, behavioral, and motivational skill-sets.



LEAD TEAMS

I can lead teams of diverse individuals for a range of purposes.



DEVELOP NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose.



SUSTAIN WELLNESS

I can support my own physical, emotional, and social health.



ENGAGE AS A CITIZEN

I can demonstrate citizenship to improve my community and country for myself and for others.



Widely Used Profile of a Graduate Skills and Attributes

- Adaptable
- Creative and critical thinker
- Problem solver or Solution seeker
- Lifelong learner or Self-regulated learner
- Effective communicator
- Innovator
- Collaborator
- Global Citizen or Culturally Competent
- Community-mindedness or Civic Literacy
- Goal-directed and Resilient
- Dynamic leader
- Often split into Academic Mastery and Social/Emotional Indicators

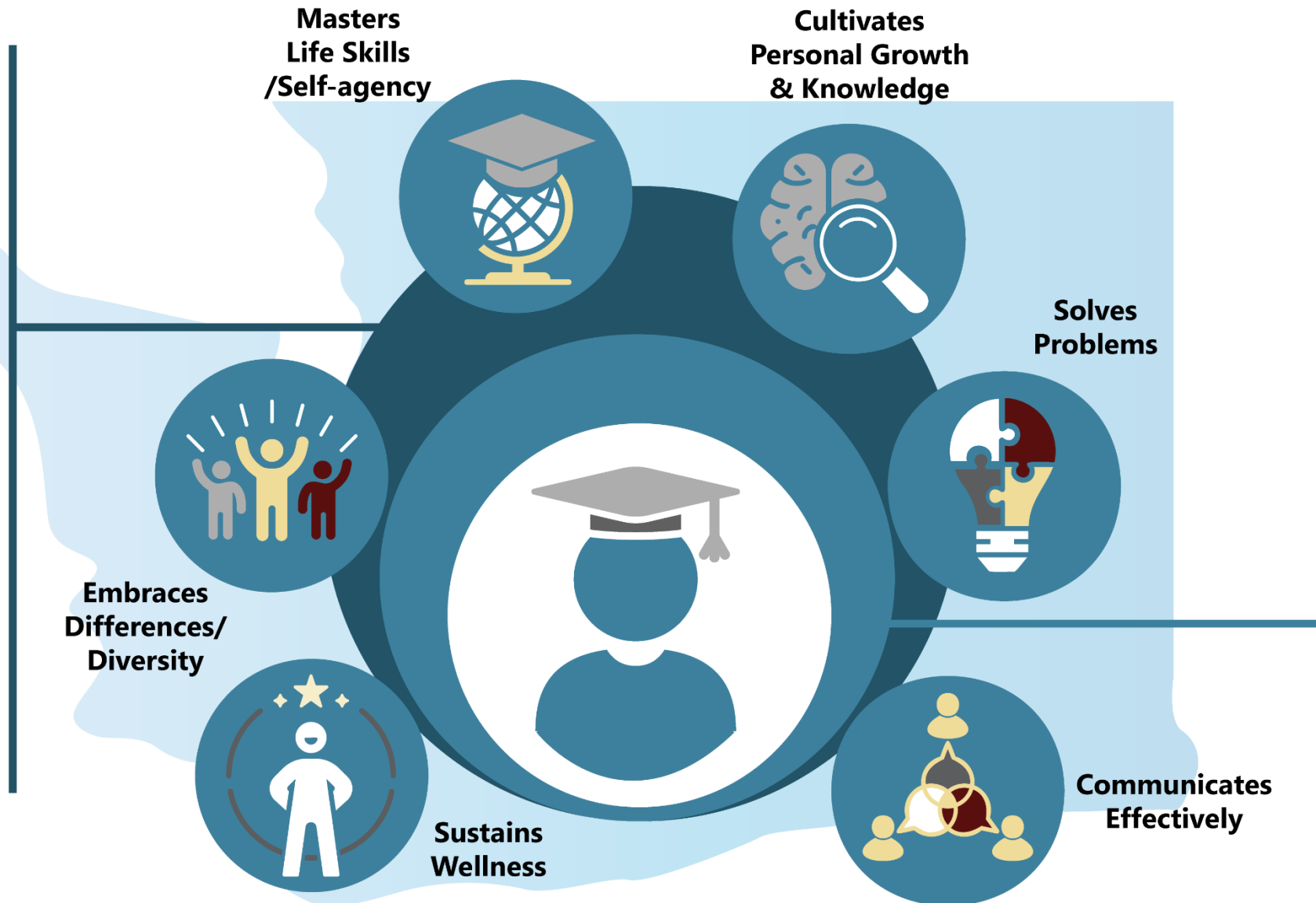
Washington State | Profile of a Graduate



Purpose of the Diploma:

Students are ready for success in postsecondary education, gainful employment, citizenship, and are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)



Effective communication in multiple modes and to multiple audiences

Interdisciplinary application of core academic concepts and principles

Critical & creative reasoning and problem-solving

Navigation & exercise of life and civic responsibilities

(See RCW 28A.150.210)



Washington State | Profile of a Graduate



A Washington State graduate...

**Cultivates
Personal Growth
& Knowledge**



**Shows confidence
Applies learning
Sets goals**

**Solves
Problems**



**Thinks critically
Proves resilience
Is creative**

**Communicates
Effectively**



**Works on a team
Collaborates
Navigates conflict**

**Sustains
Wellness**



**Shows physical,
emotional, mental
health understanding
Is empathetic
Builds relationships**

**Embraces
Differences/
Diversity**



**Is community-minded
Embraces global
responsibility
Shows cultural
competency**

**Masters
Life Skills
/Self-agency**

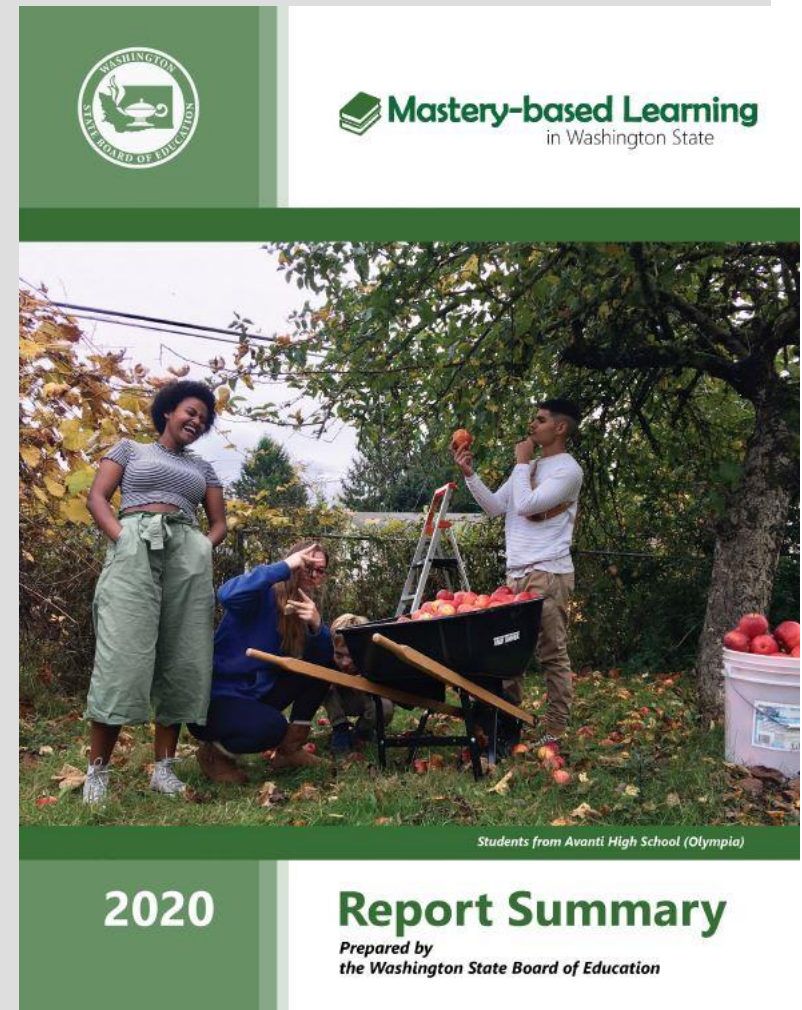


**Takes initiative
Is financially and
digitally literate
Accesses resources**



Past Work and Resources

- [MBL Work Group](#) Authorizing Legislation: [E2SHB 1599 Sec. 301](#)
- [2020 Report](#) and [Graphic Summary Report](#)
- The Washington State School Directors' Association (WSSDA) has [subject-specific model policies and procedures](#) that school boards can adopt that permit mastery-based credit.
- State Board of Education (SBE) [Rules](#), [Guidance](#) and [Handbook](#) on mastery-based crediting.
- [Washington's MBL One Pager](#)





Panelist Discussion Questions

1. Please introduce yourself and share from your perspective why do we want to expand capacity for mastery-based learning (MBL) in Washington?
2. Why is the Profile of a Graduate important for our state and for implementing MBL?
3. What has the Profile of a Graduate development process been like?
4. What are your hopes about Washington's Profile of a Graduate implementation?



SBE Contact Information & MBL Page

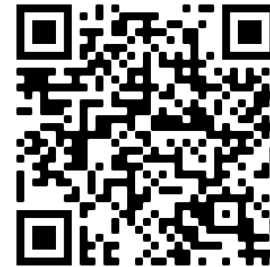
Alissa Muller: Director of the Mastery-based Learning Collaborative,
Washington State Board of Education

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Phone: 360-725-6501

Website: www.sbe.wa.gov

**More MBL work group
information and
resources:**



<https://www.sbe.wa.gov/our-work/mastery-based-learning-work-group>

The logo for the Aurora Institute Symposium. It features the word "AURORA" in a large, white, serif font. Above the "A" is a stylized white graphic of a rising sun or a compass needle. The letter "O" is replaced by a white eight-pointed star. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font. At the bottom is the word "Symposium" in a white, italicized, serif font. A thin white horizontal line is positioned below "Symposium".

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).