

Increasing Capacity for Mastery-Based Learning in Washington State

September 28, 2020

Welcome

- Introduce yourselves.
 - Share who you are, where you are from, and one hope you have for this school year.
- Ask and answer questions.
 - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
 - We will leave time for our panelists to answer questions.
- Share your learning.
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- We are recording and archiving the webinar.
 - The slides and video will be available on **aurora-institute.org**.



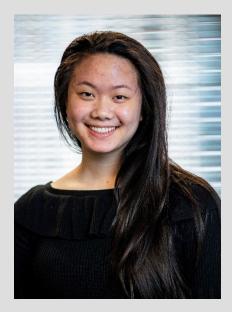
Increasing Capacity for Mastery-Based Learning (MBL) in Washington State

Panelists & MBL Work Group Members













Rep. Sharon Tomiko Santos, Chair of House Education Committee, Washington State House of Representatives Sen. Lisa Wellman, Chair of the Early Learning & K-12 Education Committee, Washington State Senate Ashley Lin, Senior at Union High School (Camas School District), Association of Washington Student Leaders

- Dr. Kory Kalahar, Principal, WestSide High School, Wenatchee Public Schools
- Dr. Paul Pitre, State Board of Education, Washington State University Everett Chancellor



Workgroup Statutory Charge

The State Board of Education shall convene a work group to inform the governor, the legislature, and the public about barriers to mastery-based learning in Washington state whereby:

- a) Students advance upon demonstrated mastery of content;
- b) Competencies include explicit, measurable, transferable learning objectives that empower students;
- c) Assessments are meaningful and a positive learning experience for students;
- d) Students receive rapid, differentiated support based on their individual learning needs; and
- e) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.



Workgroup Purpose & Scope

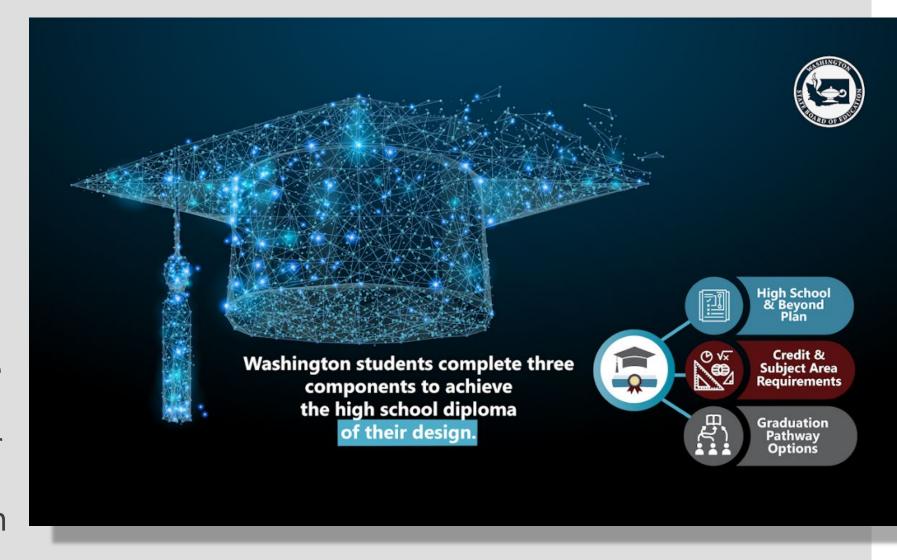
The work group shall examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education. The work group shall also review the role of the high school and beyond plan in supporting mastery-based learning. The work group shall consider:

- a) Improvements in the High School and Beyond Plan as an essential tool for mastery-based learning;
- b) Development of mastery-based pathways to the earning of a high school diploma;
- c) The results of the competency-based pathways previously approved by the state board of education under RCW 28A.230.090 as a learning resource; and
- d) Expansion of mastery-based credits to meet graduation requirements.



High School and Beyond Plan (HSBP)

Each student must have a HSBP to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.



Who are the workgroup members/affiliations?

- Rep. Sharon Tomiko Santos, Chair of House Education Committee, Washington State House of Representatives
- Rep. Chris Corry, House Education Committee Member, WA State House of Representatives
- Sen. Lisa Wellman, Chair of the Early Learning & K-12 Education Committee, WA State Senate
- Lafayette Jones, Senior at Renton High School, Association of Washington Student Leaders
- Ashley Lin, Senior at Union High School (Camas School District), AWSL
- Frieda Takamura, Renton Technical College Board of Trustees, EOGOAC Member
- Dr. Kory Kalahar, Principal, WestSide High School, Wenatchee Public Schools
- Miguel A. Saldaña, Teacher, Pasco High School, Pasco School District
- Jenny Morgan, Counselor, Capital High School, Olympia School District
- Aurora Flores, Academic Counselor at Omak School District, Manson School District Board Member, Immediate Past President of Washington State School Directors Association (WSSDA)
- Krestin Bahr, Eatonville School District Superintendent, Immediate Past President of WSSDA
- Kathe Taylor, Assistant Superintendent, Learning and Teaching, OSPI
- Dr. Paul Pitre, State Board of Education, WSU Everett Chancellor



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
- Students' innate creativity shines 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



What is currently happening in Washington?

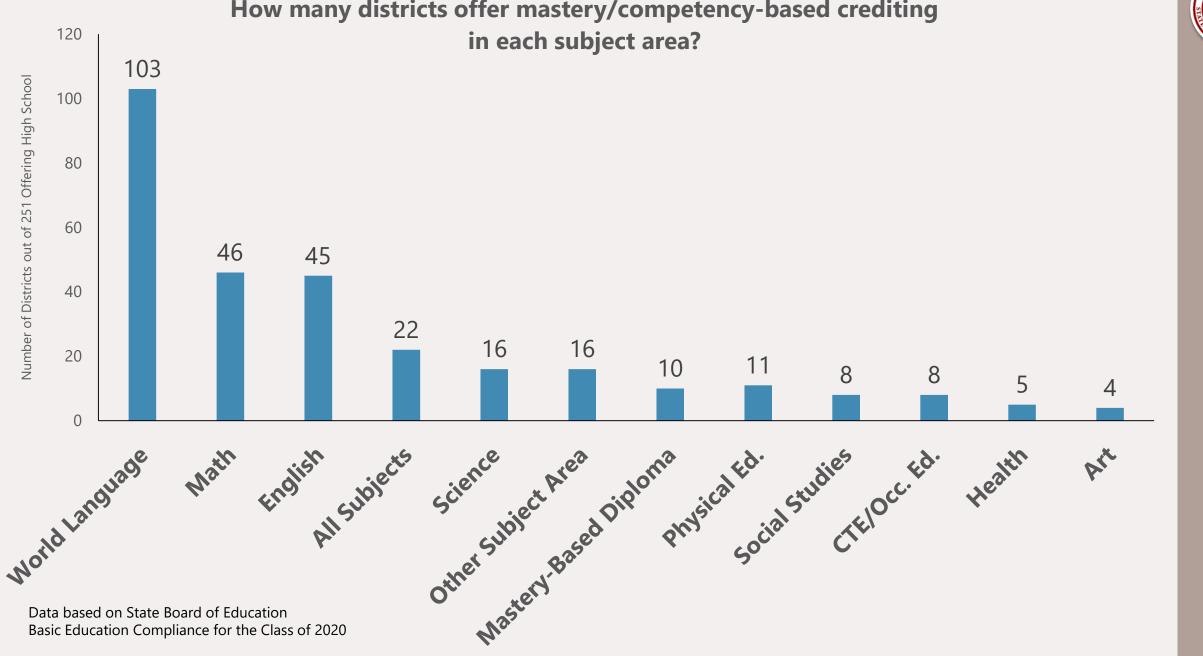


Washington already has state policies on which to build:

- Definition of a credit unrelated to seat-time
- District waivers of credit graduation requirements
- Credit for learning that takes place outside a classroom
- Middle school students earning high school credit
- Dual enrollment and early college programs
- State Board of Education (SBE) <u>Rules</u>, <u>Guidance</u>, and <u>Handbook</u> on mastery-based crediting
- The Washington State School Directors' Association (WSSDA) has model policies that school boards can adopt that permit masterybased credit







How many districts offer mastery/competency-based crediting

13



Anticipated Future Work



The work group has heard from...

- Several schools in Washington already doing some form of MBL
- Transcripts & Postsecondary Admissions Panel (<u>Mastery Transcript</u> <u>Consortium</u>, <u>AACRAO</u>, and the University of Washington Admissions Office)
- Educator Preparation and Professional Development Panel (<u>Washington</u> <u>State University College of Education</u>, <u>Professional Educator Standards</u> <u>Board</u>, and NYC Department of Education: <u>Mastery Collaborative</u>)
- Webinars with:
 - Panel with representatives from <u>KnowledgeWorks</u>, <u>South Carolina</u> <u>Department of Education's Office of Personalized Learning</u>, <u>Idaho</u> <u>Department of Education's Mastery Education Office</u>
 - Washington Student Achievement Council: <u>Academic Credit in Prior</u> <u>Learning in Washington Postsecondary Education</u>
 - Western Governors University: Instructional Model



Anticipated Future Work and Actions by the MBL Work Group

Some of the topics and ideas the work group has begun to coalesce around include:

- Learning Standards. Whether students earn a diploma through the meeting the 24-credit graduation requirements or through the MBL framework, the student will meet the same learning standards.
- Profile of a Graduate. The work group plans to recommend that Washington create a Profile of a Graduate, as a way of helping stakeholders understand the cross-disciplinary skills we want students to acquire by the time they graduate high school.
- High School and Beyond Plan (HSBP). To use the HSBP as an essential tool for MBL, there is a need to engage the entire education community—students, parents and the community, as well as educators—about the HSBP so that the entire community can help individual students with their plan.

Resources

- MBL Work Group Authorizing Legislation: E2SHB 1599 Sec. 301
 - Innovative Learning Pilot Authorizing Legislation: SSB 6521
- The Washington State School Directors' Association (WSSDA) has subjectspecific model policies and procedures that school boards can adopt that permit mastery-based credit.
- State Board of Education (SBE) Rules, <u>Guidance</u> and <u>Handbook</u> on masterybased crediting.
- Washington's MBL One Pager

Mastery-based Learning



- The state defined mastery-based learning (MBL) in E2SHB 1599 Sec. 301: Students advance upon demonstrated mastery of content;
- Competencies include explicit, measurable, transferable learning objectives that empower students:
- Assessments are meaningful and a positive learning experience for students; Students receive rapid, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

MBL Work Group

E2SHB 1599 also established a work group to explore the barriers to MBL and provide recommendations around how to increase capacity for MBL including the development of a MBL pathway to a high school diploma. The work group's final recommendations are due to the Legislature on December 1, 2020.

- Some of the topics and ideas the work group has begun to coalesce around include: Learning Standards. Whether students earn a high school diploma through the meeting the 24-credit graduation requirements or through the MBL framework, the student will meet the same earning standards
- · Profile of a Graduate. The work group plans to recommend that Washington State create a Profile of a Graduate, as a way of helping stakeholders understand the multidisciplinary skills students should acquire by the time they graduate high school.
- High School and Beyond Plan. To use the High School and Beyond Plan (HSBP) as an essential tool for MBL, there is a need to engage the entire education community—students, parents, former students, and the community, as well as educators—about the HSBP so that the entire community can help individual students with their plan.

Why do we need MBL?

· A focus on meeting the needs of each individual student. Students enjoy relevancy, engagement, and choice in their learning.
Actively embraces inclusivity—compassion and belonging for students



BOARD OF EDUCATION

- · Freedom for both students and educators to develop and try different ways of doing things, and embraces the innovation and learning that comes from both successes and failures.
- · Values knowledge and skills that students already have. · Each student's learning progresses at their own pace
- . A way to get rid of labels and create a system that closes the opportunity gap, and recognizes that each student's learning happens differently for each subject.

What state laws and guidance currently exist around MBL?

- State Board of Education (SBE) Guidance and Handbook on mastery-based crediting · Current law permits a multidisciplinary approach, with one course meeting more than one subject area graduation requirement (WAC 180-51-068).
- The Washington State School Directors' Association (WSSDA) has model policies that school boards can adopt that permit mastery-based credit

To learn more, find the MBL Work Group's Interim Report on the State Board of Education website sbe.wa.gov/MBL

Mastery-based Learning in Washington Stat



SBE Proposed Rules on Mastery-Based (MB) Crediting A summary of the proposed rules, WAC 180-51-051: Procedure for granting students mastery-based credit (View the full proposed rules on SBE's website, pg. · The rules clarify existing district authority in providing mastery-base



- · Districts must periodically review their data regarding which student subgroups are receiving MB credit. If disproportionality is found, districts should take appropriate actions to ensure equitable access. The rules recommend districts provide several ways students can demonstrate mastery of the learning standards: state assessments
- locally developed assessments, equivalency course of study, and success in a higher level course.

(MB) credit.

8-13).

A Note on Term Usage This field of makery based learning (MBL) has many terms that are confusing—for instance, many states use the term "competency-based education" to mean what Washington State has chosen to call MBL. Some terms are used interchangeably, even when the meaning of the terms are not, or should not, be interchangeable, e.g. personalized learning and project-based learning are strategies often used in MBL, but are not interchangeable terms.

MBL Examples in Other States





Contact Information & MBL Work Group Webpage

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More MBL work group information and resources:



https://www.sbe.wa.gov /our-work/masterybased-learning-workgroup



One-Minute Survey: https://www.surveymonkey.com/r/AuroraWebinar_9-28-20

Pre-Symposium Webinar Series

- 1. Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them | September 29, 2020 | 2:30 pm ET
- 2. Developing Equity, Efficacy, and Effectiveness in a Competency-Based System | October 1, 2020 | 2 pm ET
- 3. Building Educator Capacity for Equity: Competency-Based Approaches to Professional Learning for Teachers and Administrators | October 5, 2020 | 2 pm ET
- 4. Impact of Personalized Learning through Interest-Based Internships | October 6, 2020 | 2 pm ET
- 5. Improving the Equity in Personalized Learning through a Multi-Tiered System of Support (MTSS) Approach | October 8, 2020 | 2 pm ET
- 6. Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena | October 13, 2020 | 2 pm ET
- 7. Lessons from COVID-19: How Competency-Based Education Provided for Continuity of Learning in Three North Carolina Schools and Is Shaping the Path Forward | October 15, 2020 | 2 pm ET
- 8. High School Internships in the Time of COVID-19: Mentorship, Connections, and More in Virtual Work-Based Learning | October 19, 2020 | 2 pm ET
- 9. Choice in Learning: Examination of Students' Use of Flex Time in High School | October 22, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/

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