

Wallingford Public Schools

**Mastery-Based Learning
Journey Update**

Key Understandings

- Why are we implementing a mastery-based learning system?
- What may this look like for my child?

Disclaimer

- Tonight is an overview of the key rationale for a mastery-based learning system.
- Specifics on grading and student progress through a mastery-based system will be shared at future sessions.

**How did the concept of
Mastery-Based Learning
come to Wallingford?**

2012 - 2013 - 21st Century Innovation Team

- The team was charged with researching and developing a plan for review and approval for the Board of Education addressing the following questions:
 - How do we increase the success of all students?
 - How do we increase the value of the Wallingford Public Schools diploma?
 - How do we increase student, parent, and teacher understanding of what we want all students to know and be able to do upon graduation?
 - How do we best prepare our students for success after high school?

**What was found in the
research?**

State of Education - Not Much Different



1892



Today

Committee of Ten Recommendations - 1892

Goal for the Committee of Ten was to separate the unskilled manufacturing workers (75%) and the skilled workers (25%).

Recommendations:

- 12 years of school, 8 years elementary, 4 years of high school
- 4 years of English, math, history/ civics
- 3 years of science in the following order: biology, chemistry, and physics

Sound familiar?

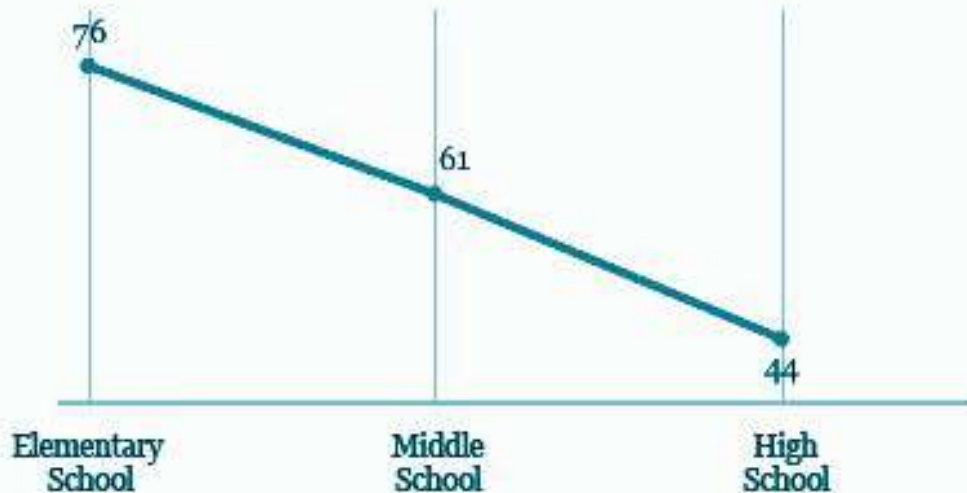
Our current design still achieves that goal. It's time for a new goal.

Lack of Student Engagement

The School Cliff: Students' Engagement Drops Over Time

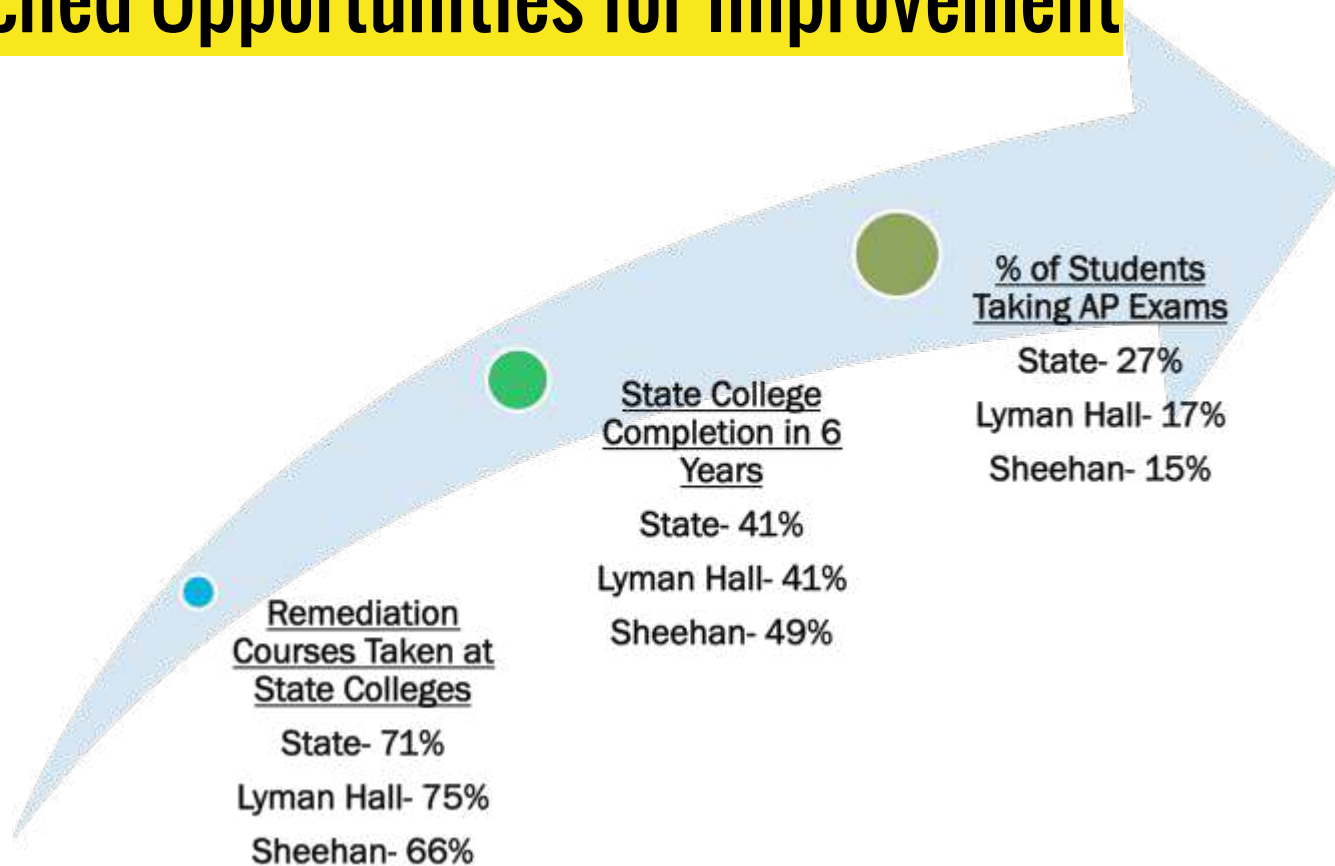
The Gallup Student Poll

■ % Engaged



GALLUP

Researched Opportunities for Improvement



Research Findings

- In order to **increase success of all students** in our district, student engagement needed to be the focus.
- In addition, **students, parents, and teachers** needed to have a **clear understanding of expectations**.
- Also, **work habits (perseverance, communication, collaboration, timeliness)** needed to be a focus.
- Grade reporting needed to **reflect skills and knowledge** of a student **rather than accrual of extra credit and homework completion**.

Recommendation for Wallingford Based on Research

Implement a Mastery-Based Learning System

- an approach to teaching and learning that refers to a system that is based on students demonstrating what they have learned
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Mastery-Based or Competency-Based Education

<https://www.youtube.com/watch?v=RckLD9Aopqc>

The Nellie Mae Education Foundation, New England's largest public charity focused solely on education, has worked for over 20 years to help our region prosper by preparing all of its learners for success.

Mastery-Based Learning

Implementation of a Mastery-Based Learning System was selected because it addresses the need to:

- Increase engagement of all students.
 - Results in increased attendance and performance
- Provide students with voice and choice in their learning.
 - Key to increasing student engagement
- Assess student achievement with clear and consistent expectations.
- Provide clarity about what we expect from students across grade levels.

Mastery-Based Learning

Implementation of a Mastery-Based Learning System was selected because it addresses the need to:

- Communicate clearly and consistently with students and parents.
 - Report to students and parents based on a common set of standards and indicators
- Meet individual student needs while raising expectations for students and all educators.
- Change focus from compliance (*steps needed to get a grade*) to competence (*mastery of skill*) by separating homework accountability from content mastery.

Mastery-Based Learning

Implementation of a Mastery-Based Learning System was selected because it addresses the need to:

- Make learning as the constant; time as the variable.
 - All students graduate demonstrating mastery of same body of knowledge; however, pace and sequence may not be the same for all students.
- Reduce the number of non-credit, remedial courses taken by students at colleges and universities.
 - Resulting in college cost savings to students and families.
- Expand opportunities for students to explore career and postsecondary planning.

How will instruction and assessment be impacted in 2017?

Impact	Now.....	Mastery-Based Learning
ALL LEVELS		
Instruction	<ul style="list-style-type: none">• A balance of whole group, small group and individualized instruction in all content areas based on student's needs	<ul style="list-style-type: none">• A balance of whole group, small group and individualized instruction in all content areas based on student's needs and personalized to each student
Assessment	<ul style="list-style-type: none">• Students assessed informally through teacher observation(formative) and at the end of a unit of study (summative)	<ul style="list-style-type: none">• Multiple ways to demonstrate mastery of knowledge and skills; demonstrations, projects, paper/pencil tasks

How will reporting on progress be impacted in 2017?

Impact	Now	Mastery-Based Learning
Elementary and Middle School		
Reporting on Progress	<ul style="list-style-type: none"> ● Parent conferences ● Report cards three times a year based on standards 	<ul style="list-style-type: none"> ● Parent conferences ● Progress reports on performance indicators twice a year ● Habits of Work reported separately from academic progress ● Report card on graduation standards at end of the year using a point system like present practice
High School		
Reporting on Progress	<ul style="list-style-type: none"> ● Parent conferences ● Report cards four times a year 	<ul style="list-style-type: none"> ● Parent Conferences ● Habits of Work not included in academic reporting of progress ● Standards and indicators will inform traditional grading system, but students will still receive letter grades, GPA, and class rank.

Glossary of Terms

Common Vocabulary

- **Mastery-Based Learning** - *an approach to teaching and learning that refers to a system that is based on students demonstrating what they have learned*
- **Cross Curricular Standards**- *broad set of knowledge, skills, work habits and character traits that are critically important for success in today's work; skills applied in all academic subject areas*
- **Graduation Content Standards** - *concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education; broad descriptions that describe the desired learning at the end of a span of years*
- **Performance Indicators** - *statements that describe what students will be expected to learn each school year; specific skills and knowledge to be learned at each level; skills, knowledge and understandings that students need per grade level*

Common Vocabulary

- **Diploma currency** - *placing value on the diploma that is issued by Wallingford Public Schools among colleges and businesses*
- **Scoring Criteria** - *a common set of criteria that describe student performance on identified performance indicators to demonstrate mastery*
- **Habits of Work** - *behaviors that are important for all students to have and exhibit to maximize their learning*
- **Personalize** - *providing just in time learning and resources to students to meet their needs toward achieving mastery of an identified performance indicator leading to achievement of graduation standards*

Wallingford Public Schools

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