Liz Quayle
Mastery-based Learning Program Manager
OSPI

Sara Mounsey
Principal, Independent Learning Center
Methow Valley SD

Graduation Equity Webinar: Mastery-based Learning

Wednesday March 8 | 10:00-11:30

Register: Bit.ly/gate2022-2023

Mastery-based learning is an instructional approach designed to help students learn deeply and effectively. Classrooms using mastery-based learning emphasize student agency, relevance, differentiation, inclusion, and innovative assessment tools.

Alissa Muller
Director of the Mastery-Based Learning Collaborative
SBE

Colleen Frerks
QSD Whole Child Director and Principal, Quincy Innovation High
Quincy SD

Julia Bamba
Principal, Gibson Ek High School
Issaquah SD

Joy Nolan
Founder and Professional Learning Coach
New Learning Collaborative, LLC

Kefi Andersen
System Improvement Program Supervisor Lead
OSPI

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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Tribal Land Acknowledgement

Our land acknowledgement is to respect and affirm tribal sovereignty of these lands, and to acknowledge the importance of consulting, collaborating, and co-creating as we work with school districts in their connections with neighboring tribes and their services.
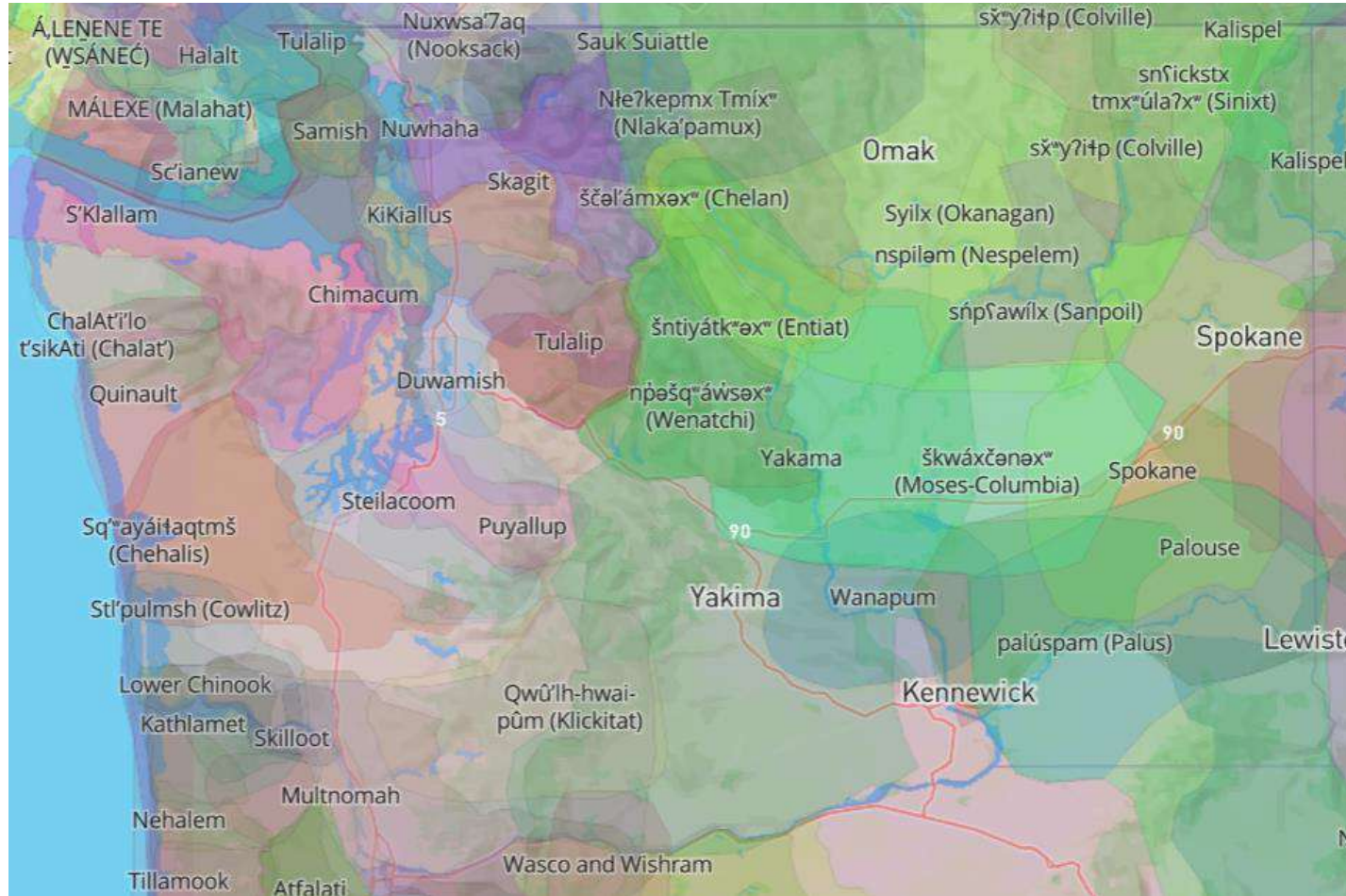
[OSPI Office of Native Education](#)

[OSPI Support for Indian Education and Culture](#)

[School District & Nearest Federally Recognized Tribes](#)
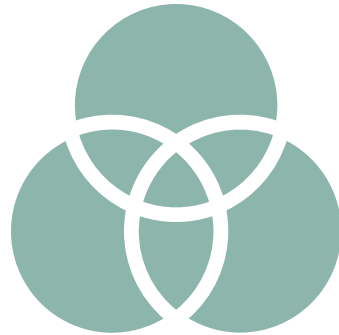
[Since Time Immemorial](#)

Find Your Local Native Lands: https://native-land.ca

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Equity Pause

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

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Objectives

Learn the key principles, practices, and consider the possibilities of mastery-based learning

Find out the difference between mastery-based learning and mastery-based crediting

Learn about how mastery-based learning can improve student engagement and success

Hear how mastery-based learning makes connections to community and culture

Listen to the reflections of practitioners who are implementing mastery-based learning at their schools.

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Presenters

Kefi Andersen

System Improvement
Program Supervisor &
Team Lead

OSPI

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Liz Quayle

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Alissa Muller

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State Board of
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Joy Nolan

Founder & Professional
Learning Coach

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Collaborative

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Questions & Polling 1

Who's here?

- Administrator
- Counselor/ Counselor/Psych/Community Liaison/Attendance Liaison / Grad Specialist
- Teacher
- Para-educator
- Parent/Community Member/Community Based Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or Teaching Coach
- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?

- Very
- Somewhat
- It's new!

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Statewide Trends from Washington Report Card & the Healthy Youth Survey

Highline Big Picture School

Graduation Rate 80-90%

Test scores 7-21% higher than the district average
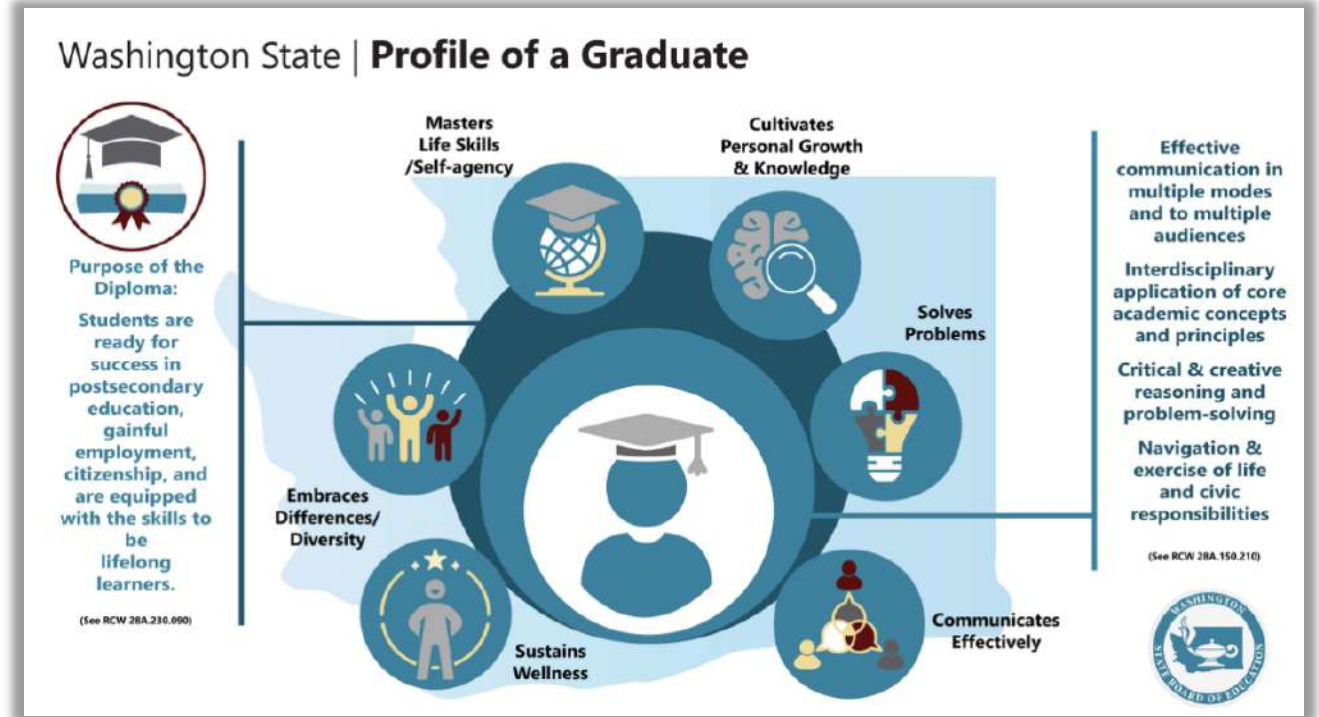
98% Attendance Rate

13% English Learners
27% Students with disabilities

Prior work: State Board of Education's Mastery-based Learning Work Group & the Profile of a Graduate

Mastery-based Learning

Profile of a Graduate
The Profile is featured in the recent
Mastery-based Learning Work Group's 2021 report

Program work with State Board of Education's Mastery-based Learning staff

Innovative Learning Pilot Program (ILPP)	Mastery-based Learning Collaborative (MBLC)
• Legislative pilot 2020-2023 • Managed by the OSPI team • SBE credit-waiver • Broad competencies • Internships • Legislation allows for prototypical funding	• Grant-based participation • Managed by the SBE team • SBE credit-waiver (some) • Culturally Responsive-Sustaining Education focus • Internships (some) • Community of schools • Inform future policy • Friends of MBLC interest group

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Competencies

Communication	Quantitative Reasoning	Empirical Reasoning
Expression	Fluency & computation	Fluency & research fundamental
Understanding	Logical reasoning	Design & conduct scientific inquiry
Research & inquiry	Problem solving	Understand, use, & investigate a field
Multimedia literacy	Modeling	Analyze scientific knowledge, theories, & research
Presentation & feedback	Analyzing data	Analyze scientific knowledge, theories, & research

Social Reasoning	Personal Qualities
Critical analysis	Productive mindset
Diverse perspectives	Proactive learning
People, places, & environments	Reflective learning
Human behavior & expression	Community engagement & leadership
Institutions & systems	Personal wellness

Quantitative Reasoning

Empirical Reasoning

Communication

Social Reasoning

Personal Qualities

Outcome Connections

Profile of a Graduate	Competencies
• Cultivates Personal Growth & Knowledge	• Communication
• Solves Problems	• Quantitative Reasoning
• Communicates Effectively	• Empirical Reasoning
• Sustains Wellness	• Social Reasoning
• Embraces Differences/Diversity	• Personal Qualities
• Masters Life Skills / Self-agency	

What is Mastery-based Learning?

Mastery-based learning is an instructional approach designed to help students learn deeply & effectively. Classrooms using mastery-based learning have these in common.
MBL is defined in WAC 180-51-051.

Student agency	Students help direct their own learning.
Relevance	Learning is relevant and engaging with the ability to be applied outside of the classroom.
Differentiation	Students move at their own pace and receive help based on individual interests and needs. This is especially salient for student recovery from the learning disruptions caused by COVID-19.
Inclusion	Mastery-based learning honors the uniqueness and knowledge of every student leading to students experiencing compassion & belonging.
Innovative assessment tools	Using assessments aligned to standards which can include tests, portfolios, projects, or demonstrations, students show mastery of skills or concepts as provide feedback on areas where they need to deepen their learning.

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Mastery-based Learning (MBL) & Mastery-based Crediting (MBC)
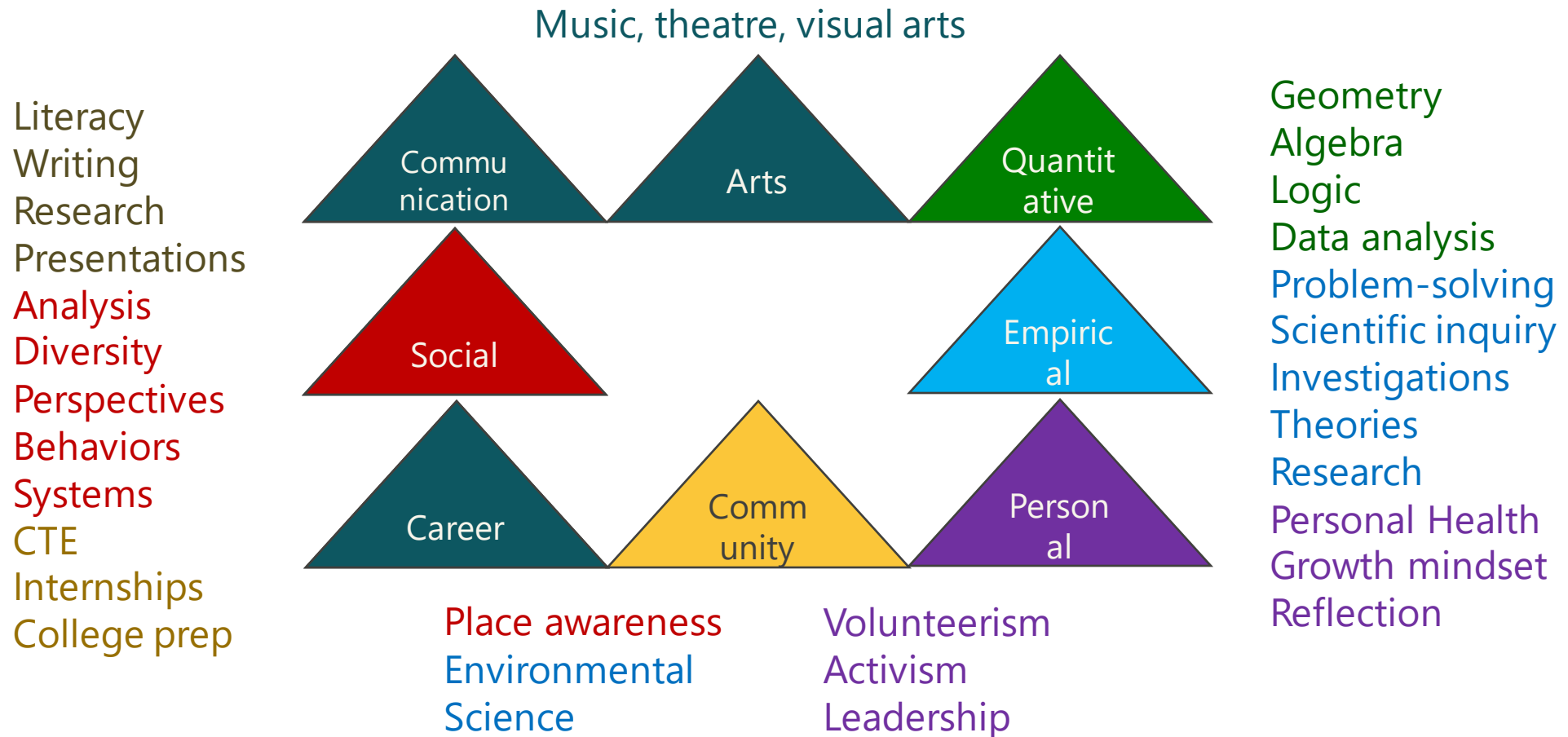

What does MBC look like?

- Testing for credit
- Standards-based grading
- WAC 180-51-051 and WSSDA sample policies

What does MBL look like?

- Student voice
- Problem-based learning
- Project-based learning
- Place-based learning, including tribal connections and local culture
- Integrated content areas

An Example of Problem-based Learning

Music, theatre, visual arts

Literacy
Writing
Research
Presentations
Analysis
Diversity
Perspectives
Behaviors
Systems
CTE
Internships
College prep

Communication
Arts
Quantitative
Social
Empirical
Career
Community
Personal

Geometry
Algebra
Logic
Data analysis
Problem-solving
Scientific inquiry
Investigations
Theories
Research
Personal Health
Growth mindset
Reflection

Place awareness
Environmental
Science

Volunteerism
Activism
Leadership

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Implications for Equity

Student-led

Community Internships

Blended Content

Culturally-connected

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Mastery-based Learning: Equity in Practice

**Videos of conversations with students and staff
in Mastery-based Learning programs**

Innovation Lab HS, Northshore School District

Avanti High School, Olympia School District

Maritime High School, Highline School District

Elma Elementary School, Elma School District

Ritul

Ninth Grade, Innovation Lab High School
Bothell

MASTERY-BASED LEARNING in Washington State

ELMA ELEMENTARY SCHOOL

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Leading for Educational Equity

Joy Nolan
Founder and Professional Learning Coach
New Learning Collaborative

Mastery-based Learning Collaborative (MBLC)

The **MBLC** is a community of 20+ schools across Washington state that choose to focus on **mastery-based learning** (also called competency-based) and **culturally responsive-sustaining** practices.

- **Equity is our guiding value.**
- MBLC is a project of Washington State Board of Education.

Quincy Innovation Academy

Our community of founding member schools!

MASTERY-BASED LEARNING Collaborative

QUINCY INNOVATION ACADEMY

FUTURES INNOVATION CENTER

GATES GATORS

BIG PICTURE LEARNING

AUBURN HIGH SCHOOL
711 East Main Street | Auburn, WA 98002
p: (253) 931-4880 | f: (253) 931-4701

Innovation Lab High School
Home of the Ravens

MARITIME HIGH SCHOOL

Tumwater Middle School
Home of the Firewolves

Engage Learn Motivate Achieve
ELMA SCHOOL DISTRICT

HIGHLINE CHOICE ACADEMY
CHOICE ACADEMY

HORNETS Enumclaw High School

George Bush Middle School
Home of the Falcons

Avanti High School
school of choice
Avanti High School

NEW START HIGH SCHOOL

LA CONNER SCHOOLS

EDGEMONT JUNIOR HIGH
Home of the Eagles

VANGUARD ACADEMY

WEST VALLEY MIDDLE LEVEL CAMPUS

LIND-RITZVILLE MIDDLE SCHOOL

Broncos

What We're Working Toward

Member schools seek to make school more clear, fair, and equitable for young people.

- MBLC school teams are supported by professional learning coaches, an active sharing network of schools, and partnership with youth advisors. We are working on:
  - Accurate, equitable grading
  - Supporting students to become independent, expert learners
  - Valuing the multiple identities of all students
  - Centering what benefits students as people and learners
  - Healthy school culture

Goals

- Along with subject-area learning, we focus on building a set of skills students can use across all classes, and beyond our school, such as **researching, analyzing, collaborating, creating, communicating, cultural competence, and solving problems.**
- We seek to make school a place of belonging, discovery, and growth—so that every student will feel like their school is **for them**, in as many ways as possible.

Educational Equity as a Guiding Value

What does "equity as a guiding value" mean?

What does reaching for equity look like (and **not** look like) in schools?

What is **your** role in learning about and supporting equity work?

Equity

Developing, strengthening, and supporting procedural and outcome **fairness in systems, procedures, and resource distribution mechanisms** to create equitable opportunities **for all individuals**.

The term also includes **eliminating barriers** that prevent the full participation of individuals and groups.

Thank you to PESB for this definition.

Culturally Responsive-Sustaining Education & Mastery-based Learning:
Two learner-centered practices that support academic success

What is Mastery-based Learning?

Featuring Frederick Douglas Academy VII, Brooklyn, NY

Mastery-based learning: Five Key Power Shifts

Traditional approach	Power shifts
The **teacher knows the learning goals and criteria for success** but might or might not share them with students.	**Shared learning outcomes** include explicit, measurable, relevant, transferable skills and knowledge that support student agency.
Emphasis may be on covering topics and content, more than on learning and applying transferable skills and integrated knowledge.	**Students learn and apply discipline-specific skills and knowledge,** as well as cross-cutting skills, habits, and mindsets that underpin success across classes and in life; critical thinking, critical consciousness, cultural competency.
Students are usually **instructed in a cohort**, with limited opportunity for responsive pacing, feedback, and other supports.	**Students receive timely, differentiated supports.** Learning frequently involves collaboration and peer feedback, freeing up teachers to provide cognitive coaching as fits the needs of learners.
Assessment may be **primarily post-mortem** and/or "one and done," with no plan in place for addressing learning still to be done.	**Assessment is an ongoing dialog**, provides useful and timely feedback, and tends to be a positive learning experience.
Pacing generally proceeds **for a whole class** of students and is usually determined by the need to cover course material in the allotted time.	**Pacing is responsive, and may include multiple assessments**, retakes/revisions, reteaching/spiraling, and/or extra time/accelerated learning, to provide flexible support as students progress toward proficiency with stated learning goals for the unit or course. Depth & transfer of learning is prioritized over speed or breadth. *

Three Pillars of Culturally Responsive-Sustaining Education (CRSE)

Student Learning

- All students can and must experience **academic success**
- Literacy, numeracy, tech, social, political skills. Focus on love of learning and on what's important to the learner.
- **Mastery-based learning is a strong support**

Cultural Competence

- Students must develop and **maintain cultural competence**
- Understanding our own and others' racial, cultural, and social **identities**
- Working effectively with people who are unlike ourselves.

Critical Consciousness

- Students must develop **critical (sociopolitical) consciousness** through which they challenge the current social order
- Agency, critical lens, analyzing systems and the uses of power, challenging injustice.
- Learners as change agents, addressing real-world problems

Culturally Responsive-Sustaining Education

All schools are culturally responsive and sustaining.

To whose culture are we most responsive and sustaining, and why?

What is the impact on students' experience of school?

What is the impact on the quality of students' education?

Principles & Practices of Culturally Responsive-Sustaining Education (CRSE)

Windows & mirrors in curriculum & conversations	The need for multiple perspectives	Prepare students for rigor& independent learning	Restorative Practices	What does justice look like?
Create student centered learning environments that affirm racial, linguistic, and cultural identities	Who is seen as a leader? Who is seen as an expert?		Strong relationships between students, families, staff	Develop students' abilities to connect across lines of difference
	Empower students as agents of social change	Developing a critical lens	Elevate historically marginalized voices	

Sample Indicators

CULTURALLY RESPONSIVE IN-PERSON OBSERVATION GUIDE

THE LEADERSHIP ACADEMY
Empowering leaders. Transforming schools for every student.

Academic Success

- Curriculum, both written and enacted, is aligned to **rigorous** grade-level content standards
- A wide **variety** of instructional strategies are used to connect with different learning styles
- Students can **articulate** the learning outcomes and **success criteria** for class lessons

Cultural Competence

- High-quality instructional **materials reflect diversity** (including race, ethnicity, language, gender, etc.) in content and text, including the protagonists within and authors of the text
- High-quality **pictures and artifacts of diverse students**, their families, and community are prominently displayed and/or incorporated into learning materials

Sociopolitical Consciousness

- Current/local social**, economic and political events are integrated** into the curriculum
- Teacher uses materials to **dismantle stereotypes**
- Lesson activities, assignments and/or assessments are designed to **give student choice**

Culturally Responsive-Sustaining Education & Mastery-based Learning:
Two learner-centered practices that support academic success

Culturally Responsive-Sustaining Education & Mastery-based Learning:
Two learner-centered practices that support academic success

But who are the learners we are putting at the center?

What We Discovered in New York City

The field of Mastery-based Learning developed from an intention to be **responsive** & **equitable** in working with students as learners. This is wonderful and much-needed!

But **how** can schools and teachers get to know, value, and incorporate students' racial, cultural, and social identities, disability status, families, community realities/histories, and other aspects of specifically who we are putting at the center of our efforts?

Educators told us: We need guidance, skills, insight, capacity-building.

This is Culturally Responsive-Sustaining Education.

How do Culturally Responsive-Sustaining Education & Mastery-based Learning Work Together?

Two distinct & separate sets of learner-centered practices & research that amplify each other & share common ground.

Culturally Responsive-Sustaining Education

- Offers specific ways to honor and sustain learner identities
- Allows us to develop and use more **responsive, sustaining, and equitable** learner-centered approaches
- **Most practitioners use Culturally Responsive-Sustaining Education without Mastery-based Learning**

BOTH

- Learner-centered, equity-minded
- Focused on increasing academic ability & achievement
- Rethinking "the basics" deeply
- Focus on teaching and learning, **and** school culture
- New ways to plan and collaborate
- New ways to see and serve young people and families

Mastery-based Learning

- Strong support for Culturally Responsive-Sustaining Education Pillar 1: Student Learning
- **But** can be blind to learner culture, racial identity, and other aspects of identity.
- **Most practitioners use Mastery-based Learning without Culturally Responsive-Sustaining Education**

Benefits - What is Possible

When we use Culturally Responsive-Sustaining Education & Mastery-based Learning /Competency Based Education together, we see these benefits for learners:

Independent Proficiency with Key Skills & Concepts

- Along with building proficiency in math, reading, history, science, art, language, physical education, and other subjects, student become more expert, **independent learners** generally.
- As students **gain capacity**, supports and scaffolds are strategically reduced and removed.
- The goal is for all learners to experience and demonstrate independent mastery of **relevant, high-leverage skills & knowledge**.

Power Shifts & Role Shifts

- Roles of students and teachers are refocused for **co-generative active learning**, **responsive assessment and grading practices**.
- Teachers **act as coaches** of student learning.
- **Students** give meaningful input and **co-create** norms, classroom structures, routines, and lesson and unit plans.

Belonging & Positive Learning Identity

- Culturally competent school culture, mindsets for learning (growth, value, belonging), and responsive support build **sense of belonging and agency**
- As well as **welcoming and sustaining learners' identities** regarding academics, race, ethnicity, gender, sexual orientation, disability status, socioeconomic status, and other intersecting aspect of identity.

Alums from Urban Assembly Maker Academy's first graduating class shared about their experience of college

From left: Richard, Jazlyn, Milam, & Ash

"It's kind of like we have the mindset of the educator—we know exactly what they're trying to do, and we think in very similar ways.

"I quickly saw that I understood the requirements (of college assignments) a lot better than other students. *What does this say, what are they asking for?* I seem to be better at figuring out the expectations."

—Jazlyn

https://aurora-institute.org/cw_post/whats-college-like-for-students-from-mastery-based-high-schools/

Graduation Equity: College Readiness Edition!
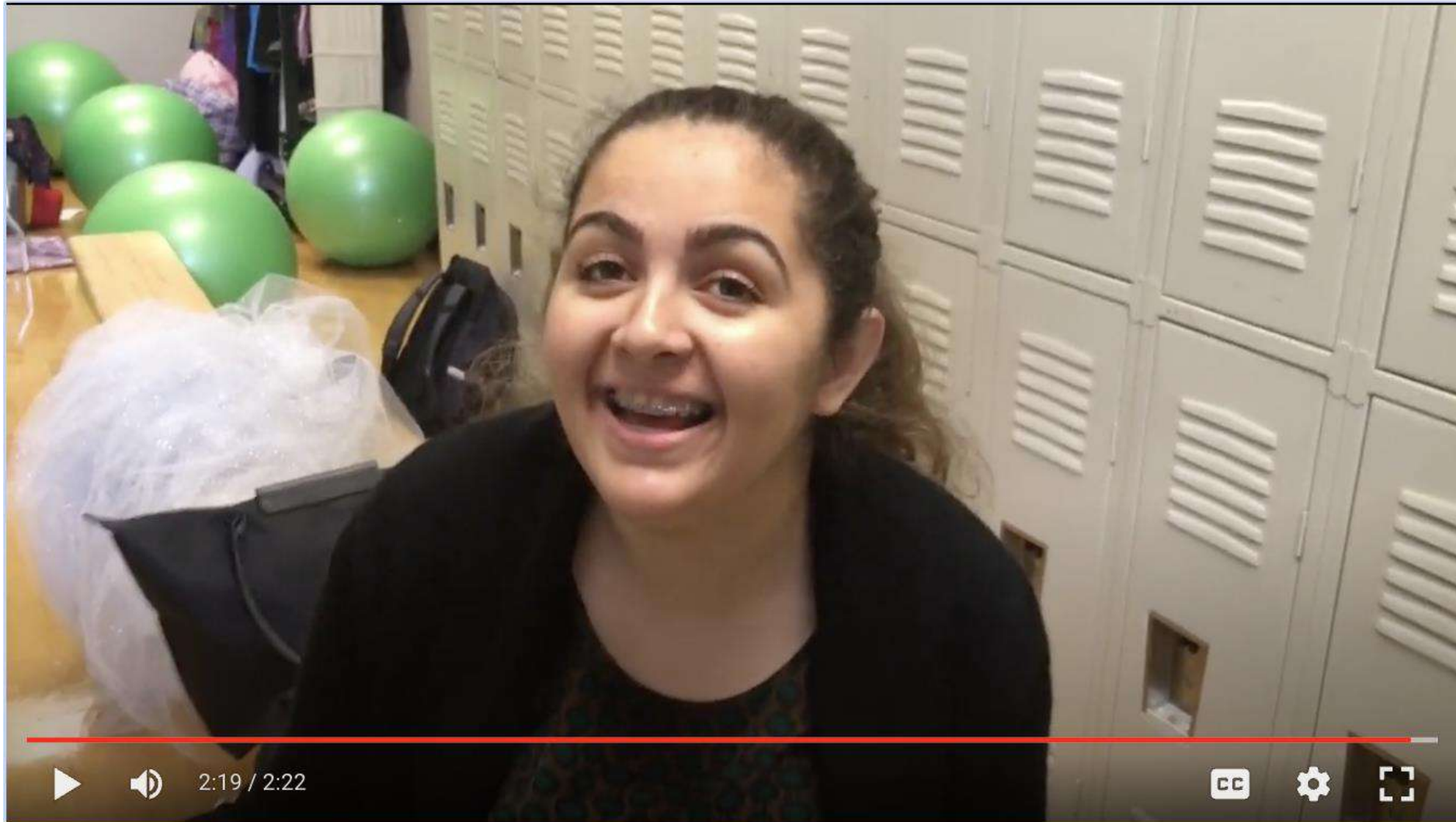
Ayat, an alum from The Young Women's Leadership School of Astoria in Queens, New York

Questions & Polling 2

How interested are you in phasing in mastery-based learning?

A. Very interested

B. Somewhat interested

C. Not interested

D. Not applicable to me

Q & A

What Does Mastery-based Learning Look Like in Practice?

Panelists

Julia Bamba

Principal

Gibson Ek High School
Issaquah School District

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Sara Mounsey

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Colleen Frerks

Whole Child Director & Principal

Quincy Innovation Academy

Quincy School District

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Debrief – Write it down!

- How might I use Mastery-based Learning strategies in my school or program?

- What are highlights of what I've learned?

- What are my concerns?

- What do I want to learn next?

Considerations

Discuss your ideas with leadership

Share ideas with your PLC

Lead a discussion with students

Do you have a next step? Tell us in the chat!

Resources

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read](#) & [Subscribe](#) to the Engage Newsletter
- Check out unit plans
- [Competency-based Teaching Moves](#)

Websites

- [State Board Mastery-based Learning page](#)
- Join their [Friends of MBLC interest group email list](#)

People

- [Connct with OSPI staff](#):
  [Liz Quayle](#), Mastery-based Learning Program Manager

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Engage

An OSPI Best Practices Newsletter

Articles from education leaders

Timely resources you can use

Leadership team focused

Next Month
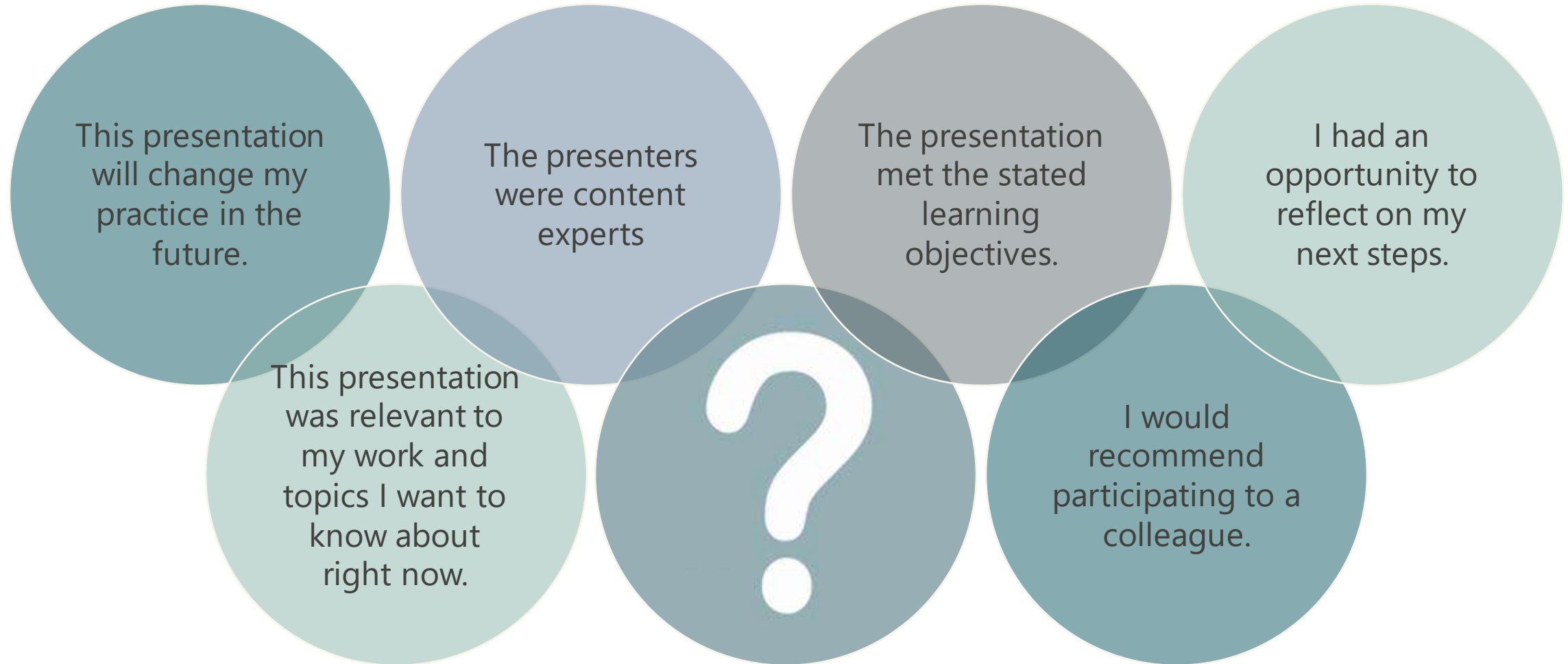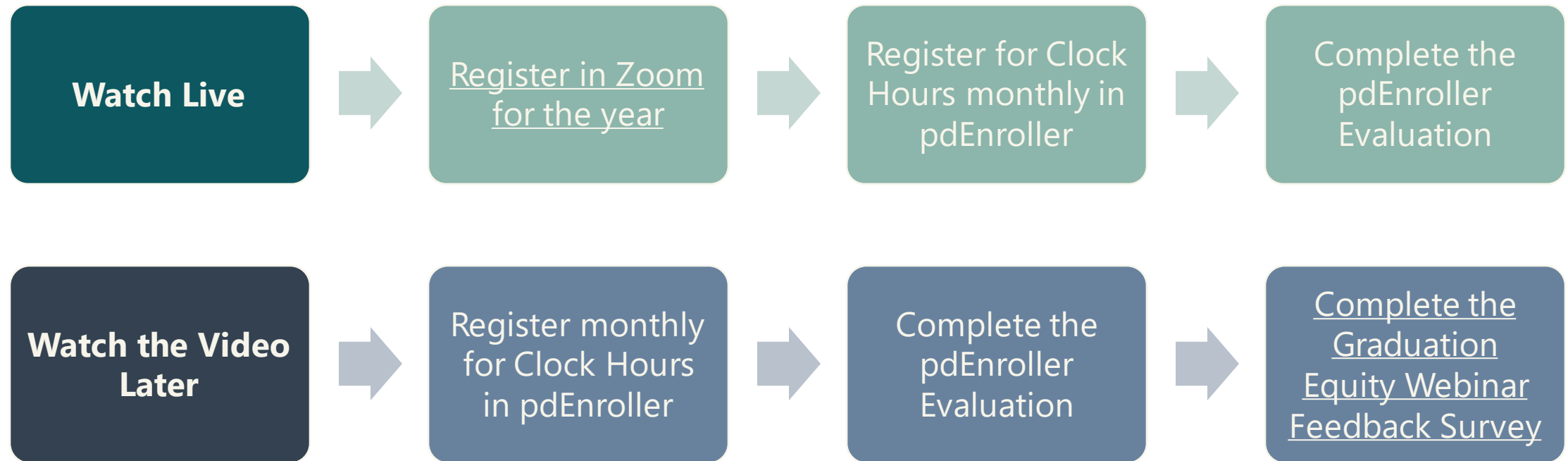
April 12

10 a.m. – 11:30 a.m.

Partnerships to Support Culturally Relevant Learning

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Evaluation

This presentation will change my practice in the future.

The presenters were content experts

The presentation met the stated learning objectives.

I had an opportunity to reflect on my next steps.

This presentation was relevant to my work and topics I want to know about right now.

?

I would recommend participating to a colleague.

Do You Need Free Clock Hours?

Watch Live → [Register in Zoom for the year](#) → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → Register monthly for Clock Hours in pdEnroller → Complete the pdEnroller Evaluation → [Complete the Graduation Equity Webinar Feedback Survey](#)

Email Ronnie.Larson@k12.wa.us

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