



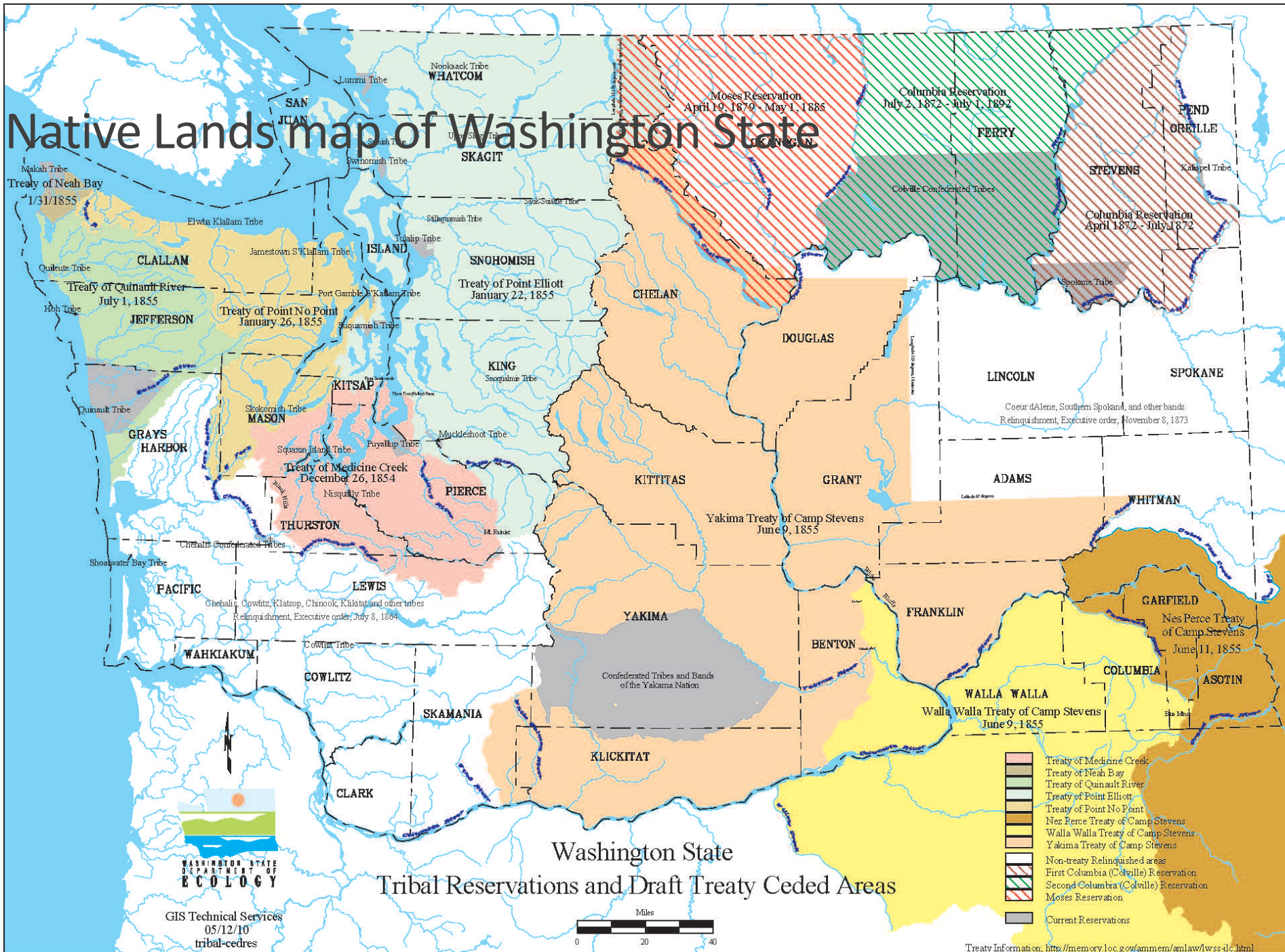
Mastery-based Learning

in Washington State

**MBL Work Group Meeting
April 29, 2021**



Native Lands map of Washington State





Mastery-based Learning in the Budget

Mastery-based Learning Work Group:

- Continuation of the mastery-based learning work;
- Expansion of ongoing pathways research, and;
- Report outlining findings and recommendations to the governor and education committees of the legislature by December 31, 2022.

Mastery-based Learning Demonstration Project:

- implementation of mastery-based learning in school district demonstration sites for the purpose of addressing learning recovery and other educational issues related to COVID-19.
 - Grants to school districts, professional development of school district staff, and
 - Implementation support provided by the state board of education.
- Grant recipients to report on impacts and participate in a collaborative to share best practices.
- Grants for mastery-based learning may be made in partnership with private matching funds.



Introductions: Please Share...

- Your name
- Your organization
- Old members: One thing you learned during our work group process from Summer 2019-December 2020/what questions do you have?
- New members: Why you wanted to be part of the MBL Work Group and what questions do you have?



Workgroup Statutory Charge (from E2SHB 1599)

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 (from E2SHB 1599)

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.



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](#)



Mastery-based Learning
in Washington State



Students from Avanti High School (Olympia)

2020

Report Summary

Prepared by
the Washington State Board of Education



New Work Group Statutory Charge (SSB 5249)

By December 10, 2021, the work group shall develop a Washington state profile of a graduate describing the cross disciplinary skills a student should have developed by the time they graduate high school. In developing the profile, the work group shall consult with students, families, and educators who have been underserved by the education system, examples of which include communities of color, English language learners, and students with disabilities. The work group shall seek guidance from the educational opportunity gap oversight and accountability committee regarding how to meaningfully engage with these communities. In addition, the work group shall consult with representatives from postsecondary education and training programs, labor, and industry, and seek input from the council of presidents and the Washington association of colleges for teacher education.



State Board of Education (SBE) Role

- The State Board of Education shall review the profile of a graduate recommended by the Mastery-based Learning Work Group. **The SBE may consider modifications to the profile based on public comment and shall submit a report outlining its findings and recommendations to the governor and the legislature by December 31, 2022. As part of the report, the SBE may submit recommendations to align graduation requirements with the profile of a graduate.** In developing the recommendations, the SBE shall consider:
 - (i) Whether changes to the core subject area requirements, flexible credits, and noncredit requirements should be made and what those changes should be;
 - (ii) The relationship between credits and core subject area requirements; and
 - (iii) How the following components of the high school diploma work together as a system of graduation requirements designed to declare that a student is ready for success in postsecondary education, gainful employment, and civic engagement and is equipped with the skills to be a lifelong learner: The high school and beyond plan and the credit and subject area graduation requirements under RCW 28A.230.090 and the graduation pathway options under RCW 28A.655.250.



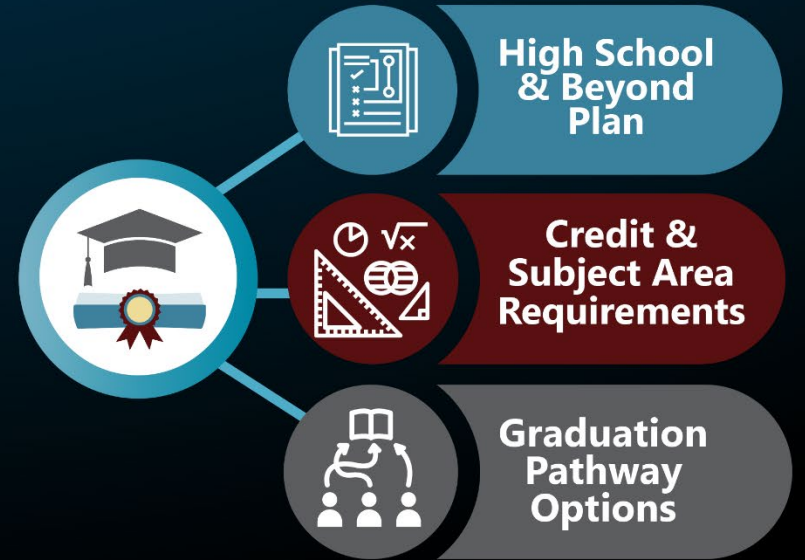
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Relevant References in Existing Law



Washington students complete three components to achieve the high school diploma of their design.



The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. (RCW 28A.230.090)



RCW 28A.150.210: Basic education—Goals of school districts.

- A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and **respectful global citizens**, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:
 - (1) Read with comprehension, write effectively, and **communicate successfully in a variety of ways** and settings and with a variety of audiences;
 - (2) **Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;**
 - (3) **Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems;** and
 - (4) **Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.**



RCW [28A.150.211](#): Values and traits recognized.

- The legislature also recognizes that certain basic values and character traits are essential to individual liberty, fulfillment, and happiness. **However, these values and traits are not intended to be assessed or be standards for graduation. The legislature intends that local communities have the responsibility for determining how these values and character traits are learned as determined by consensus at the local level.** These values and traits include the importance of:
 - (1) Honesty, integrity, and trust;
 - (2) Respect for self and others;
 - (3) Responsibility for personal actions and commitments;
 - (4) Self-discipline and moderation;
 - (5) Diligence and a positive work ethic;
 - (6) Respect for law and authority;
 - (7) Healthy and positive behavior; and
 - (8) Family as the basis of society.



RCW [28A.230.020](#) Common school curriculum.

All common schools shall give instruction in reading, handwriting, orthography, written and mental arithmetic, geography, the history of the United States, English grammar, physiology and hygiene with special reference to the effects of alcohol and drug abuse on the human system, science with special reference to the environment, and such other studies as may be prescribed by rule of the superintendent of public instruction. All teachers shall stress the importance of the cultivation of manners, the fundamental principles of honesty, honor, industry and economy, the minimum requisites for good health including the beneficial effect of physical exercise and methods to prevent exposure to and transmission of sexually transmitted diseases, and the worth of kindness to all living creatures and the land. The prevention of child abuse may be offered as part of the curriculum in the common schools



WAC 180-51-051: Procedure for granting students mastery-based credit

- (4) Student demonstration of mastery: **Student demonstration of mastery of the state's learning standards is not limited to standardized assessment results. Nothing in this section prohibits LEAs from developing additional methods to allow students to show proficiency and earn mastery-based credit, beyond what is included in this section. Districts who adopt a written policy for awarding mastery-based credit** may make the following methods of earning mastery-based credit available to their students:
 - (a) State assessments in English language arts, math, and science, in accordance with RCW [28A.655.070](#);
 - (b) Local assessment options: Districts are encouraged to allow students to choose their assessment method from a variety of district-approved options. Additionally, districts may consider using standards-based grading for any local assessment approach to awarding credit.
 - **Local assessment options may include...**
 - (c) Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with WAC [392-410-300](#).
 - (d) Successful completion of next higher-level course: Districts may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Districts shall use the state or locally determined learning standards as their guide when making decisions regarding what courses should qualify.



Mastery-based Learning

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Profile of a Graduate Examples

Snoqualmie Valley School District (WA)

Portrait Development Timeline

- March 2019:
 - Thoughtexchange open for educators, families, and community members (900+ participants)
 - Portrait of a Graduate Public Forum (80 participants)
- August 2019:
 - Three-year plan to integrate throughout schools (see poster at right) and curriculum announced
- September 2020:
 - Updating district's Portrait of an Educator to incorporate the Portrait of a Graduate



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

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





South Carolina: Profile of a Graduate Competencies

- 2012-2013
 - Conversations began at the local level, leading to creation of the Profile of the South Carolina Graduate
 - 37-school network adopted the Profile
- 2017-2018
 - Diverse group of stakeholders develops competencies for the Profile of a Graduate
- Ongoing:
 - Competency-based Learning Fellows program to help districts implement the Profile competencies
 - Self-paced learning for educators on the competencies

COMPETENCIES FOR THE PROFILE OF A SOUTH CAROLINA GRADUATE

 <p>USE SOURCES I can engage with diverse sources of information.</p>	 <p>LEAD INQUIRY I can frame questions and organize an investigative process.</p>
 <p>DESIGN SOLUTIONS I can engage in a systematic design process, independently and with others.</p>	 <p>EXPRESS IDEAS I can clearly and effectively express my ideas, in written and oral form, for particular purposes and audiences.</p>
 <p>REASON QUANTITATIVELY I can think and solve problems like a mathematician.</p>	 <p>READ CRITICALLY I can make meaning of, engage with, and critique diverse forms of media.</p>
 <p>NAVIGATE CONFLICT I can contribute toward healthy dynamics between individuals and among communities.</p>	 <p>LEARN INDEPENDENTLY I can apply metacognitive, behavioral, and motivational skill-sets.</p>
 <p>LEAD TEAMS I can lead teams of diverse individuals for a range of purposes.</p>	 <p>DEVELOP NETWORKS I can initiate relationships with diverse individuals and networks for a purpose.</p>
 <p>SUSTAIN WELLNESS I can support my own physical, emotional, and social health.</p>	 <p>ENGAGE AS A CITIZEN I can demonstrate citizenship to improve my community and country for myself and for others.</p>

<https://ed.sc.gov/instruction/personalized-learning/competency-based-education> SEPT 2018

Sonoma County (California)

- Collaboration between the Sonoma County Office of Education, the Career Technical Education Foundation, and Cradle to Career
- Developed through a series of community conversations framed around a key driving question:
 - “What are the hopes, aspirations, and dreams that our community has for our young people?”
- Portrait of a Graduate Website
 - Next steps for various roles in the community

Our hopes and aspirations for
all Sonoma County students.

Curiosity

To thrive in the future, you will need a sense of wonder about the unknown, interest in what's new, and a hunger for engaging with the world. Give yourself permission to ask questions and take advantage of opportunities; go explore what's out there.

Empathy

To succeed, you need to understand the experiences, perspectives, and needs of people around you. Navigate relationships with generosity and patience. Imagine yourself in someone else's shoes, then put into practice the emotional sensitivity you learn in the process.

Communication

In writing, speech, and body language, you should be able to make your point clearly and persuasively. Listening and literacy are just as valuable – well-tuned analytical and interpretive skills, hearing other's needs, and responding appropriately are key to effective communication.

Collaboration

By joining forces with others, you make room for a diverse range of voices, skills, and perspectives. More than just working together, you can go beyond getting the best work done to bring the best out in each other.

Ethics

There's power in doing what's right. By being honest and respecting differences in matters of equity, decency, and appropriateness, you can determine what's fair and what's good – on the job, at home, and out in the world.

Initiative

You shouldn't have to wait to be told what to do. Seize opportunities to grow, explore, and lead by combining hard work and determination with purpose and critical thinking. Don't hesitate until the crowd catches up – dive in.

SONOMA COUNTY **PORTRAIT of a GRADUATE**

The Portrait of a Graduate is a collaboration across Sonoma County, bringing together parents, educators, business and community leaders to develop a shared vision of our aspirations for our students. By articulating the hopes that the community has for its young people, and assessing the skills that our students will need to succeed in this rapidly changing world, the Portrait of a Graduate allows us to frame a new vision for what being prepared to tackle life after high school looks like for all Sonoma County kids.

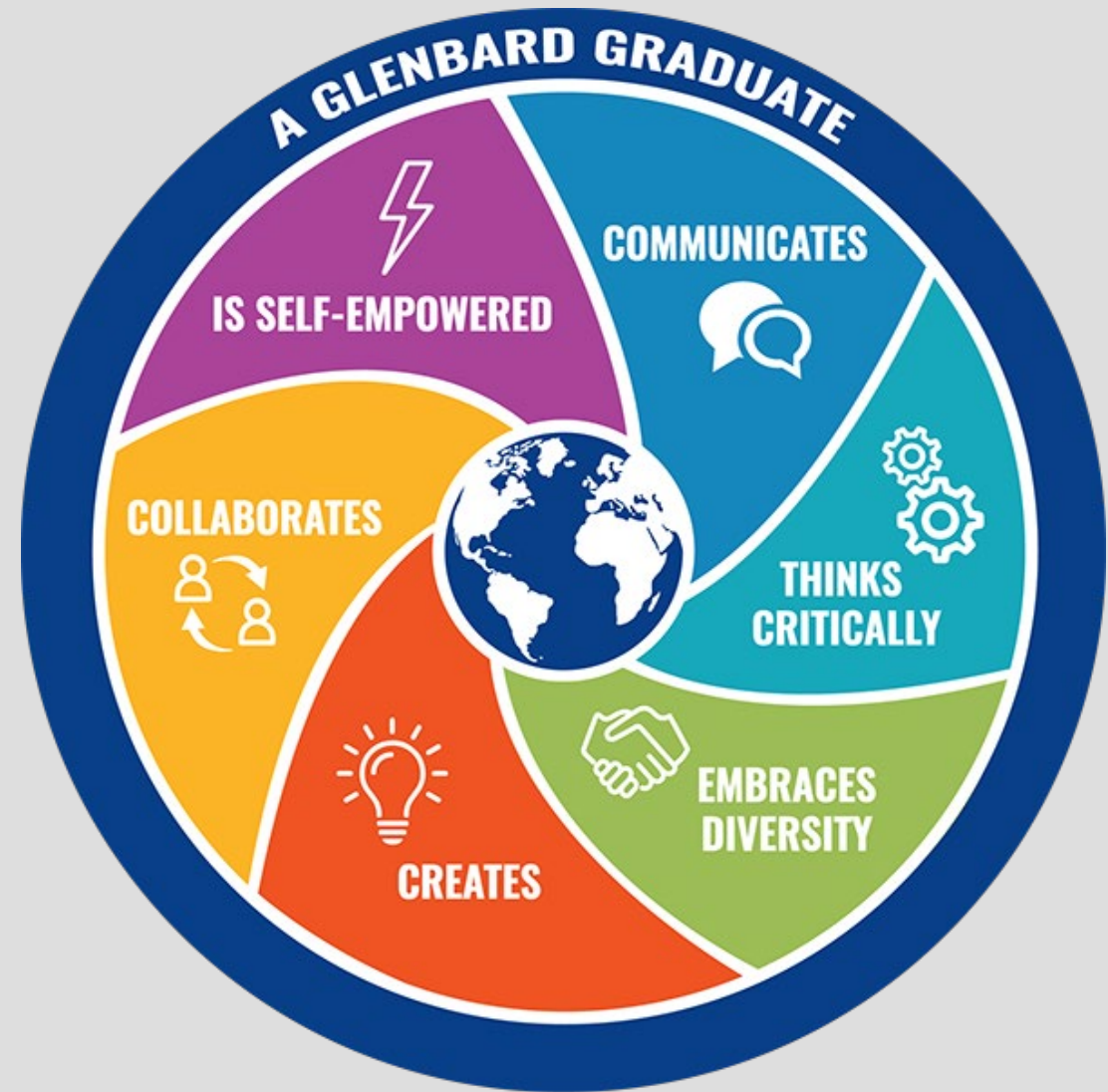
This effort is made possible through a partnership between Career Technical Education Foundation of Sonoma County, Sonoma County Office of Education, and Cradle to Career Sonoma County.






Glenbard District 87 (IL)

- Development committee included a group of 64 students, parents, community members, teachers, administrators and Board of Education members
 - Met three times during 2019 to develop the profile
 - Hosted a ThoughtExchange for the larger community
 - [Promotional video](#) developed



Wyoming: Ongoing Development Process

- Phase One: Audit of existing graduation practices, policies, and graduate profiles from across Wyoming
- Statewide conversations to identify stakeholder perceptions about what it means to be a high school graduate
- Phase Two: Continued involvement around the creation of the profile
- Phase Three: Adoption of graduation standards



WYOMING STATE BOARD OF EDUCATION

WYOMING PROFILE OF A GRADUATE

Draft Plan

Why Develop a Profile of a Graduate?

- Honor the most important needs of students and stakeholders
- Assure Wyoming graduates are Life Ready
 - Ready for college, career, or military service
 - Ready to participate in our democracy
- Provide a more aligned K-12 education system in Wyoming
- Establish guidance for state education policy decisions and standards
- Create more flexibility for student experiences, opportunities and innovation
- Fulfill the board's constitutional and legislative duty to establish Wyoming graduation standards.

Three Phases

Finding the Foundation

Phase 1

- Catalog state and district graduation requirements
- Catalog UW & community college entrance requirements
- Review UW employability study
- Discover district graduate profiles and the process used to create them
- Discover business hiring/employability profiles
- Host conversations with stakeholders regarding their perspectives (graduates, educators, boards, business interests, parents, community at large)

Producing the Profile




Phase 2

- Utilize the data from Phase 1 to develop a draft of a Profile of a Graduate
- Create a graphic and broadly distribute for input
- Engage in broad stakeholder listening sessions in response to the draft profile
- Adjust the profile based on feedback
- Approve a Wyoming Profile of a Graduate

Setting the Standards

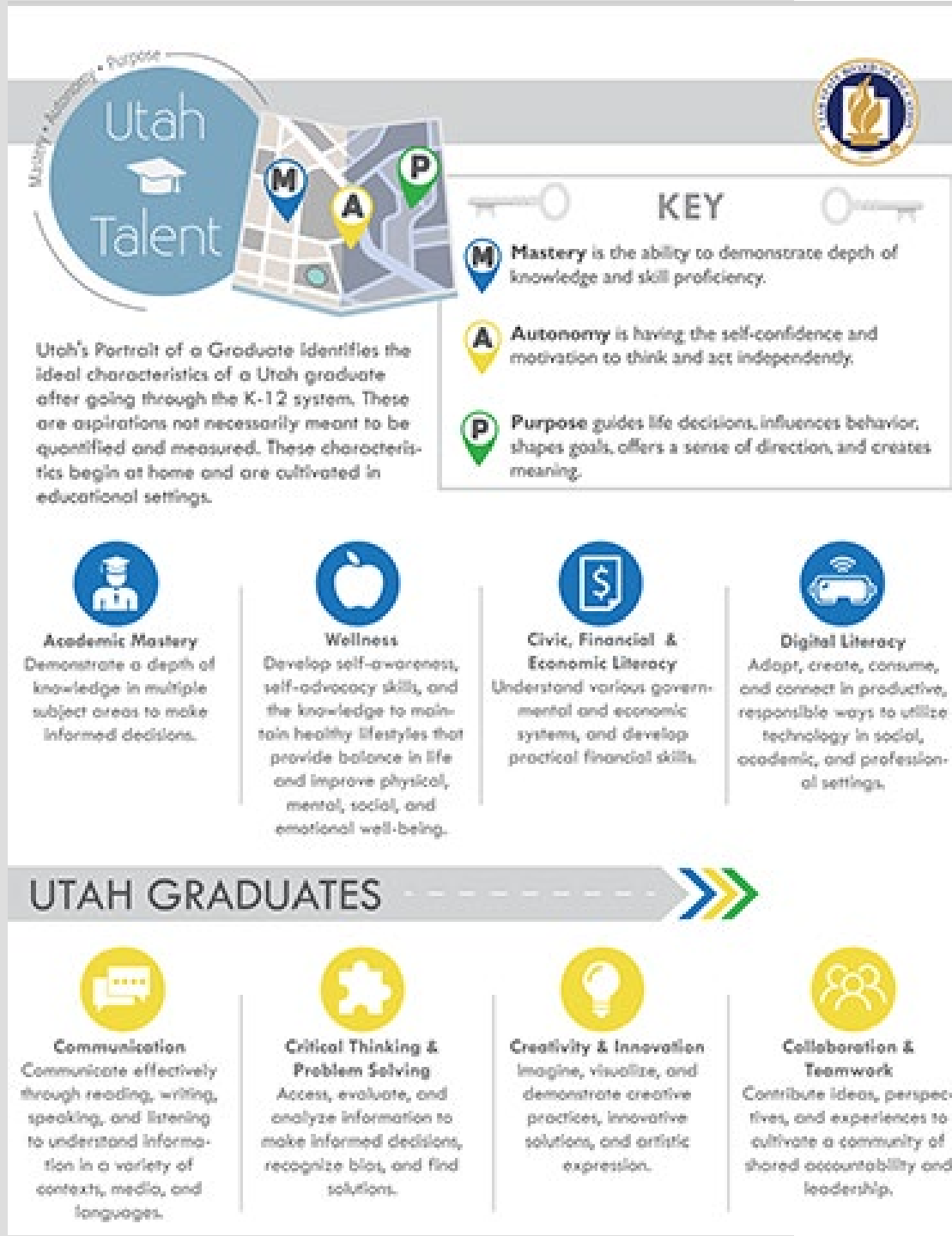
Phase 3

- Utilize the profile and produce a matrix of possible approaches to graduation standards
- Distribute matrix for public comment
- Review public comment
- Approve a set of graduation standards by State Board of Education
- Develop a strategic plan to review rules and decision making processes to support the Profile of a Graduate (design with the end in mind)

  @WYStateBoardEd  edu.wyoming.gov/board

Utah SBE: Model Profile

- 2016: Legislation creates a pilot program to provide grants and other incentives.
- 2018: [CBE Framework](#) published.
- 2019: Model Profile of a Graduate: [Utah Talent MAP](#) (Mastery, Autonomy, Purpose).
- [Utah News Release: Board Approves Statewide 'Portrait of a Graduate' Model](#)
- 2020: Talent MAP + state standards were used to design [Profile of a Graduate competencies](#)





Widely used Portrait 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



Additional Resources on Profile of a Graduate

- [Learner Profile from Saline Area Schools \(Michigan\)](#)
- [Virginia's Profile of a Graduate](#)
- [The Center's Gallery of Iowa Portrait of a Graduate examples](#)
- [Portrait of a Graduate Gallery \(Resource Hub\)](#)
- [Design Thinking in Iron County School District \(YouTube video\)](#)
- [Opportunity for a California Profile of a Graduate \(Aurora Institute Blog\)](#)
- [Scaling Student Success through Graduate Profiles \(CA Partnership\)](#)



SBE Contact Information & MBL Webpage

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Web updates: bit.ly/SBEupdates

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



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