Strategic Plan Priority | Student Transitions & Diploma

Goal: Students successfully transition into, through, and out of the P-12 system, and graduate from Washington state high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.

HS Diploma Requirements and Pathways

PREPARED FOR THE MARCH 2020 BOARD MEETING

Information

Materials included in packet:

- PowerPoint

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Synopsis:

The State Board of Education (SBE) was directed by the Legislature in E2SHB 1599 to convene a work group on mastery-based learning (MBL) in Washington state. SBE staff will update the Board on activities of the work group and Board members will have a chance to discuss the relationship between MBL and the High School and Beyond Plan (HSBP).

The Board was also directed to survey interested parties regarding what, if any, additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways, and report to the Legislature by August 1, 2020. In addition, the Board will report on barriers to implementation and recommendations for changes to gradation pathways by December 10, 2022. SBE contractor Strobel Consulting has started the process of surveying interested parties about pathways. SBE staff will update the Board on the survey process.

Business Items:

No Board action is associated with this agenda item.

Update on Graduation Pathway Options

Washington State Board of Education

March 11, 2020

Presentations on Graduation Pathway Options by Members and Staff

- **Washington Council of High School and College Relations**—February 4, 2020

- **House Education Committee**—February 18, 2020

- **EOGOAC** (Educational Opportunity Gap Oversight and Accountability Committee) —February 18, 2020

- **Washington School Counselors Association (WSCA) Conference**—February 28, 2020

- **Dual Credit Summit**—March 16 or 17, 2020

Data Collection and Reporting on Pathway Options

	State Board of Education	Office of the Supt. of Public Education
Data Collection	• Survey of interested parties regarding additional graduation pathways or modifications to existing pathways • Using data from OSPI, survey of school districts on barriers to pathway implementation • Continue community forums to engage with stakeholders	Collect data from districts on: • Pathway availability • Number and demographics of students using each pathway
Reporting	Report on initial survey **August 1, 2020** Final report **December 10, 2022** • Recommendations for changes to pathways • Equitable student access to pathways, and recommendations for reducing barriers to equitable access	Annual data reporting beginning **January 10, 2021**

High School Diploma Visuals and Resources

- **SBE Google Drive**

Washington students complete three components to achieve the high school diploma of their design.
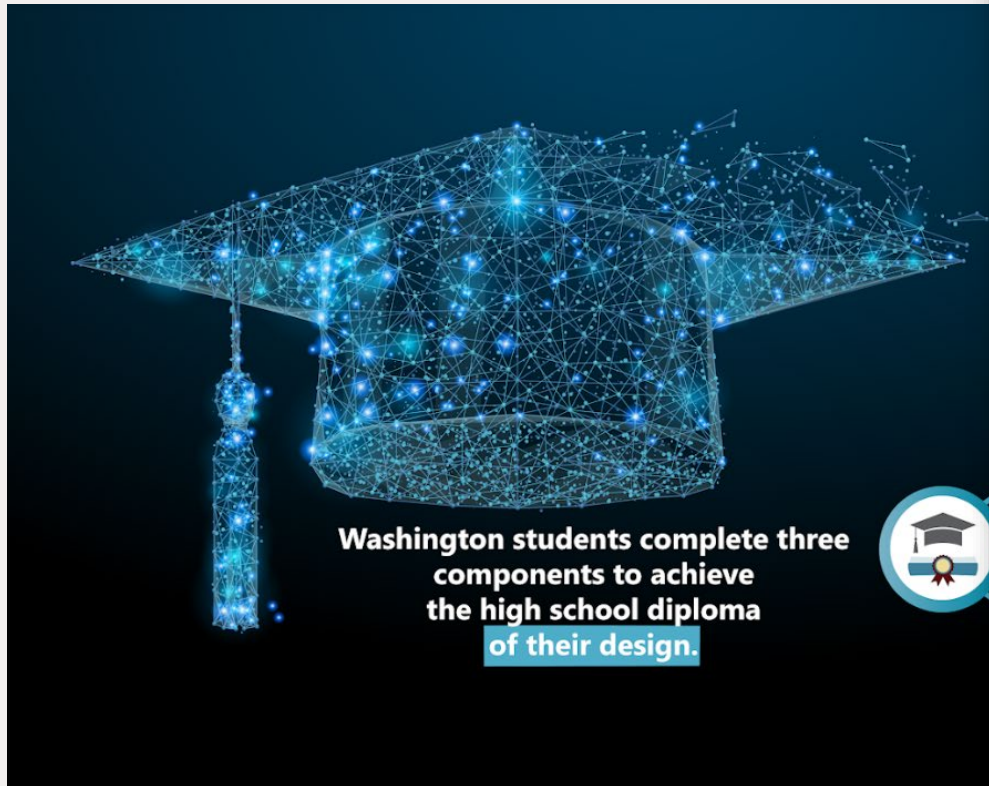
Hello, my name is **Kailee Gahms**

High School: I attended Eatonville High School where I was able to take pre-physical therapy and sports medicine courses in partnership with the Pierce College Skills Center.

Post-High School: I plan to spend two more years at Pierce College and I have been accepted to Boise State University. I will start there after Pierce.

Career Goals: My goal is to help people and work in the medical field, maybe anatomy, physiology, and kinesiology. I've had a lot of doctors, including rheumatologists, which are joint doctors. They've always helped me and inspired me. I feel like I can help people because I have a personal experience with doctors, so I can relate to patients on a personal level.

Graduation Pathway Option: SAT

DETAILS

Age: 18

Where I Live: Eatonville

Advice: Always strive to do your best in classes. You never know where you are going to find interests. Find your "why" and explore courses, even if the class might not seem like a straight-forward relation to what you think you want to do.

KAILEE'S PATHWAY

HIGH SCHOOL | POST-HIGH SCHOOL | CAREER GOALS

AP CALCULUS

ABC

HIGH SCHOOL DIPLOMA

SPORTS MEDICINE

HIGHER EDUCATION

2 YEAR DEGREE

4 YEAR DEGREE

SPORTS MEDICINE

Update on the Mastery-Based Learning Work Group
March 11, 2019

Work Group Update

- **September meeting topics**: **Vision for the Work Group and High School and Beyond Plan (HSBP)**
  - *Presentation from: Everett Public Schools on the HSBP process and OSPI on statewide HSBP processes*

- **November Work Group meeting focused on hearing from MBL schools and students**
  - *Presentations from: Avanti HS, Gibson Ek HS, and Odyssey MS/Discovery HS*

- **Submitted the interim report in December**

- **Held two webinars in February about MBL in higher education**
  - *Presentations on the WGU model and on WSAC's Academic Credit for Prior Learning in Washington Postsecondary Education*

- **February Work Group meeting focused on high school transcripts and post-secondary admissions**
  - *Presentation from: Mastery Transcript Consortium, American Association of Collegiate Registrars and Admissions Officers, and the University of Washington Admissions Office*

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.

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.

Preliminary Vision of the Work Group

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

- Equity is celebrated and every student feels a sense of belonging in their school community

- Empowers students to advance upon demonstrated mastery of content, rather than seat time or age

- 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

- Welcomes 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

Future Work Plan and Topics for Further Exploration

- Course level mastery models (e.g. World Language, or WL)

- Mastery-based diploma

- System level MBL models

- Funding implications

- Educator preparation

- High School and Beyond Plan (HSBP)

Discussion Questions

- High School and Beyond Plan (HSBP) Work Group Charge in Statute: Improvements in the high school and beyond plan as an essential tool for mastery-based learning

- Discussion Questions:
  - How could a student's postsecondary goals, as articulated in their HSBP, guide their learning in a mastery-based setting?
  - During a student's HSBP process, how should schools communicate with students about mastery-based learning opportunities?
  - Should a student's learning style be considering during high school and beyond planning?

Contact Information

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Mastery-based Learning
in Washington State

Guiding questions for Washington Governor's University (WGU) presenters

Please provide an overview of the WGU instructional model:

How do students receive instruction?

How do students progress through their education? Can the pace of learning be personalized to catch up, keep up, or accelerate?

What instructional supports are in place to help students who are struggling with a particular concept or course?

Describe of educator roles—mentors, instructors, assessment. What do you see is the advantage to having a different educator assessing a student versus providing the student with instruction or mentoring?

What are some of the challenges students have adjusting to this model of education?

Is this a model that suits all students, most students, or some students? In working with this method of higher education, has your thinking evolved about mastery-based learning and online learning?

What professional development do you provide to your faculty to transition from traditional to online?

Teaching College:

Do you teach teachers to use mastery-based learning? How?

Are there instructional techniques that work well with mastery-based learning—for example, how do teachers manage classrooms of students who are progressing through their learning at different rates?

How are teachers taught to use assessment?

Are there innovations in teaching, or in educating teachers, that work will with mastery-based learning models?

While working at WGU, has your thinking evolved about mastery-based learning and online learning? What are challenges? What are advantages?

Notes on presentation:

WGU unbundled traditional faculty model. Mentors will be in the same interest area. Program mentors will stay with the student from enrollment through graduation, meeting weekly or biweekly. Course instructors teach the content. Students meet weekly or bi-weekly with mentors, as often as needed with course instructor—weekly or less as needed. Evaluators do not have direct interaction with students— trained to evaluate performance assessment tasks based on a rubric, and provide substantial feedback to the student. Assessment evaluators are typically part time.

6 month terms—starting on first of each month. During each 6 month term, students connect with course instructors that support each course. Writing, math centers, career center and student support center are available for additional support. The teaching college also has on-the-ground instructors during the student's demonstration teaching.

Students attend full time--12 competency units. Students are moving in and out of courses, and course instructors support students across the board in their progress.

One-on one connection is very important; instruction may be recorded and combined with real-time events.

Typically WGU students are adults, with 2-3 college transcripts, but no degree. Students have a great deal of responsibility for their own learning, which takes getting used-to. They have to learn how to study again, from setting up an area in their home to study and focus, to how to use the technology.

The goal is making this model suit all students, accessible to everyone, and meeting students where they are. It is important for students to have and be supported in developing non-cognitive skills—grit, moving through challenges, embedding social emotional learning, growth mind-set. Building the expectation that they can do this.

Satisfactory progress is completing competency-unit (equivalent to one credit). An algorithm assigns competency-units for courses.

Competency-based approach to faculty on-boarding: roughly a 20-day on-boarding process. New faculty have a manager and peer coach, and are on-boarded in cohorts. They meet daily with their peer coach, the WGU model is modelled. New faculty complete a final capstone project.

Teaching college students—skills mapping. Using assessment is built into the skills maps.

For our teaching students, early experience in a classroom is a new innovation--using AI and actors to simulate engaging with individual students.

Guiding questions for academic credit for prior learning (ACPL) in Washington presenter

Please provide an overview of ACPL, including defining what it is and how widely it is used in Washington.

Can you describe the range of ACPL policies used by institutions across the state? Do you have a sense of policies that tend to work well in terms of students being awarded academic credit for demonstrable skills and learning that allows them to successfully transition to the next level of college courses?

What is the role of assessments in ACPL? What are some of the assessment used—only standardized assessments or assessments such as portfolios or other demonstrations of skills and knowledge used?

How is a college credit defined for the purposes of ACPL?

How is ACPL awarded for work experience?

The reason we are looking at ACPL in higher education is to see if there are policies and practices that could be translated to evaluate current learning of high school students that take place outside of classrooms (such as through work experience, internships, volunteer experience). Can you suggest policies and practices might be worth look at more closely for this purpose?