



Mastery-based Learning

in Washington State

Mastery-Based Learning Work Group Meeting

June 23, 2020



Agenda

- 1:00-1:25 Welcome and Updates
- 1:25-1:45 Process for Developing Recommendations for the Final Report
- 1:45-2:30 Mastery crediting rules
- 2:30-3:00 Framework for a MBL Diploma
- 3:00-3:15 Public Comment
- 3:15-3:55 Discussion: Debrief the Day
- 3:55-4:00 Next Steps
- 4:00 Adjourn

Select a Topic

All Topics

Select a Survey Question

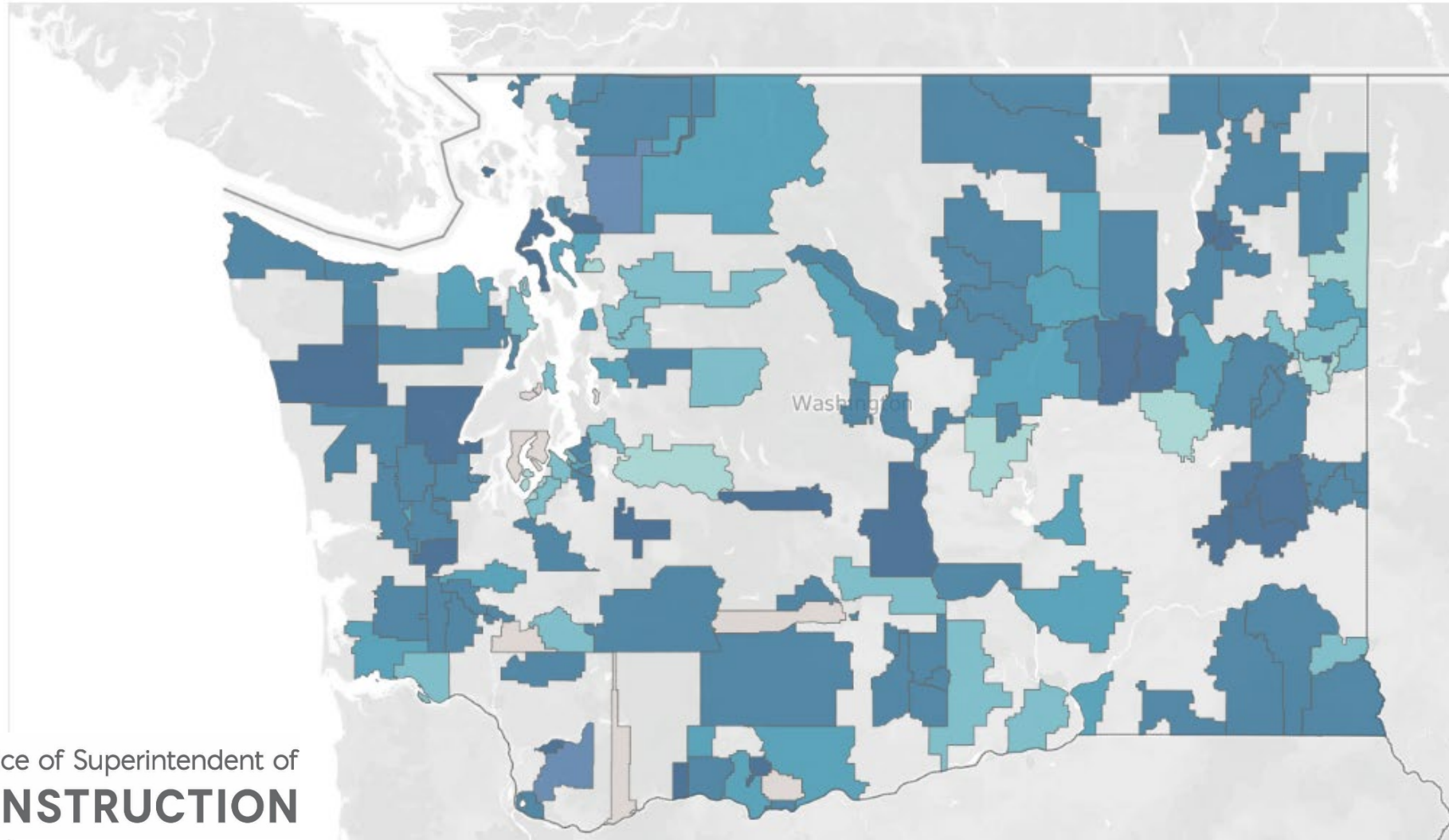
If you gathered details on your student access to devices and connectivity via a survey, please share the percenta...

Select a Reponse Week

(All)

Percent Groups - Color Key

- Null
- 0%
- Greater than 0% and less than 25%
- 25%-50%
- 50%-75%
- Greater than 75% and less than 100%
- 100%



Select a Topic

All Topics

Select a Survey Question

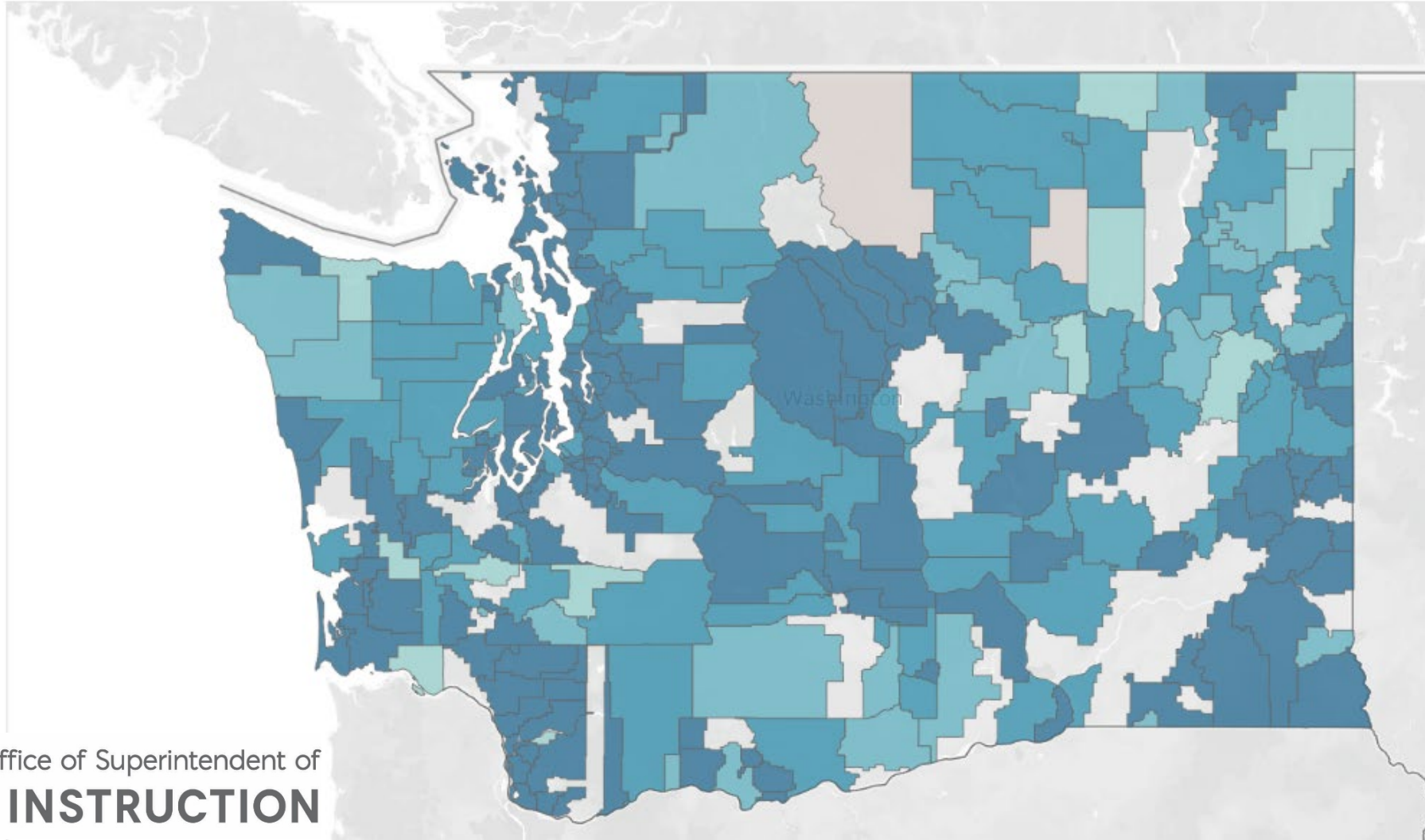
What percentage of your students do you estimate have reliable broadband (high-speed) internet connectivity a...

Select a Reponse Week

(All)

Percent Groups - Color Key

- 0%
- Greater than 0% and less than 25%
- 25%-50%
- 50%-75%
- Greater than 75% and less than 100%
- 100%





Short and Long Answer Response Map

Select a Topic

All Topics

Select a Survey Question

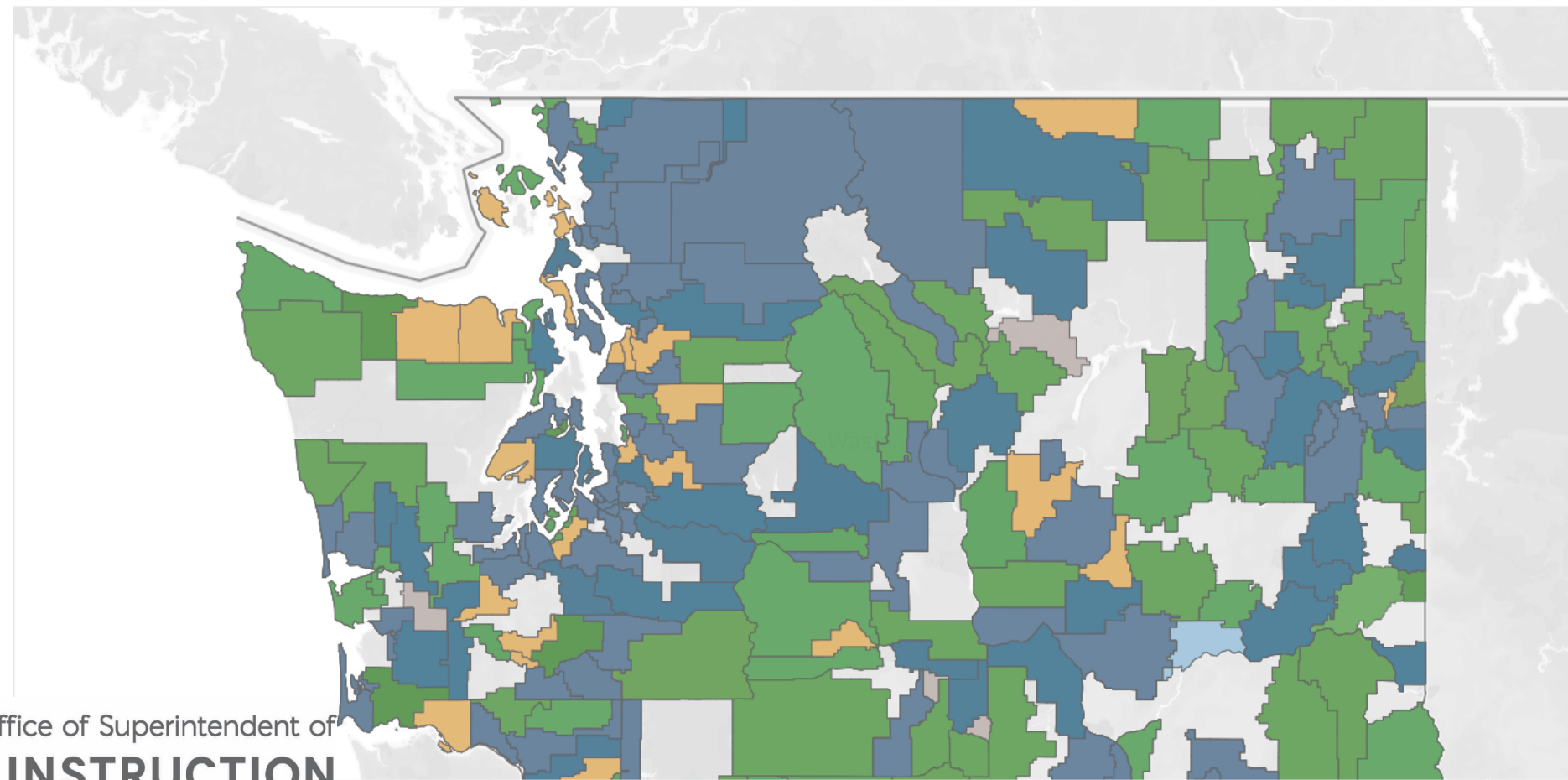
To date, what continuous learning opportunities and flexibility have been off...

Select Response Week(s)

April 12 through April 18

Short/Long Answer Color Key - hold select and click colors to see multiple answers on

- Competency-based credit via assessment(s)
- Core credit via course equivalency
- Online coursework
- Portfolio
- Project-based learning
- Two-for-one policy (WAC 180-51-210[g][i])
- Work-based learning (aligned with course standards)





Process for Developing Work Group Recommendations

MASTERY-BASED LEARNING DRAFT OUTLINE OF REPORT TOPICS

The work group would like to consider the following topics in its final report recommendations:

From the authorizing legislation: the work group shall consider...	Topics we've covered so far (Google Drive link for all past presentations)	Comments and possible recommendations:
Improvements in the HSBP as an essential tool for MBL	Presentation from Everett PS and OSPI on HSBP process (September meeting)	<ul style="list-style-type: none"> From your interim report: <ul style="list-style-type: none"> To facilitate a more meaningful HSBP process, increase funding for counselors (pg. 5)
Development of MB pathways to the earning of a high school diploma	Panel with Gibson Ek, Avanti HS and Odyssey MS/Discovery HS (November meeting)	•
	Webinar on WGU Model Presentation on Educator Preparation and Professional Development (April Meeting)	•
Results of the competency-based pathways previously approved by SBE as a learning resource	Presentation from Gibson Ek HS	•
	SBE's annual survey of waiver districts	•
Expansion of MB credits to meet graduation requirements	Presentation on WSSDA model policies for mastery credits	•
	Webinar from WSAC on Academic Credit for Prior Learning	•
Barriers to MBL	Lack of understanding of MBL from the parents, students, and the general public	<ul style="list-style-type: none"> From your interim report: <ul style="list-style-type: none"> Define MBL and related terms, and communicate about MBL in a unified manner, to create a shared understanding by the public around the importance of MBL (pg. 3) Publicize the Work Group's Vision for MBL in Washington State (pg. 3)

- Does this format make sense to use?
- Is there anything that would make this more helpful?



Overview of Draft Graduation Requirement Rule Proposal

- Clarification with meeting subject area graduation requirements (2 for 1 policy)
- Flexibility for Washington state history



Meeting subject-area graduation requirements

Rulemaking concept

- Rules would clarify that a single course may meet more than one subject area graduation requirement
 - Already common practice with CTE course equivalencies, rule would clarify that this practice may be applied to other core subject area requirements
- Potential benefits
 - Provide flexibility in students' schedules to make up courses or take other elective credits
 - Encourage exploration of multidisciplinary approaches to teaching and learning that would complement project-based and mastery-based learning



Flexibility for WA State History requirement

Rulemaking concept

- Current rules allow principal to waive the WSH requirement for individual students under certain circumstances
- Proposed rules would expand waiver option to students who did not complete a WSH course because of an emergency school closure
- Many students will be able to make up the course, but it may become a barrier to some given fewer options and tighter schedule
- Districts must still provide the opportunity for students to take WSH and must still meet statutory requirements regarding teaching and learning of civics, the WA constitution, and the Since Time Immemorial curriculum



WSSDA Model Policy Update

Has your district adopted any of the new WSSDA model policies for subject specific competency/mastery crediting?

- Yes: 51%
- No: 11%
- Don't know: 38%

Would it be helpful for your district for SBE to put some of the competency/mastery crediting ideas that are in the new model policies in rule?

- Yes: 56%
- No: 9%
- Don't know: 35%

“Based on 89 people on the call, I would estimate that they represented about 60-70 school districts.” – Tim Garchow, Executive Director of WSSDA



Draft Mastery-Based Crediting Rule Proposal

- SBE plans to change rule to better support competency/mastery crediting
- Change current WAC terminology from “competency” to “mastery”
- Put ESSHB 1599 definition of mastery-based learning into WAC
- Describe example methods of student demonstration of proficiency



Draft Mastery-Based Crediting Rule Proposal continued (Demonstration of Proficiency)

- State Assessment
 - SBA for math and English
 - WCAS for science
- Local Assessment Options to Include:
 - Locally created written or oral test
 - Written report by the student
 - Portfolio of student work
 - Student presentation/oral defense of their learning in the course
 - Hands-on demonstration of skills and knowledge (this might work particularly well for CTE courses)
- Successful Completion of Next Higher Level Course





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Framework for a MBL Diploma



High School Diploma in Washington



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

-  High School & Beyond Plan
-  Credit & Subject Area Requirements
-  Graduation Pathway Options



Guiding Questions for Subject Area Component

- How do we account for students meeting learning standards (other than credits)?
- Would students be expected to demonstrate mastery in each subject area requirement? Or, would students be expected to demonstrate mastery in some subject areas, and competency (or a level less than mastery) in other subject areas?
- E.g. the Mastery Transcript Consortium's model of having advanced and foundational levels



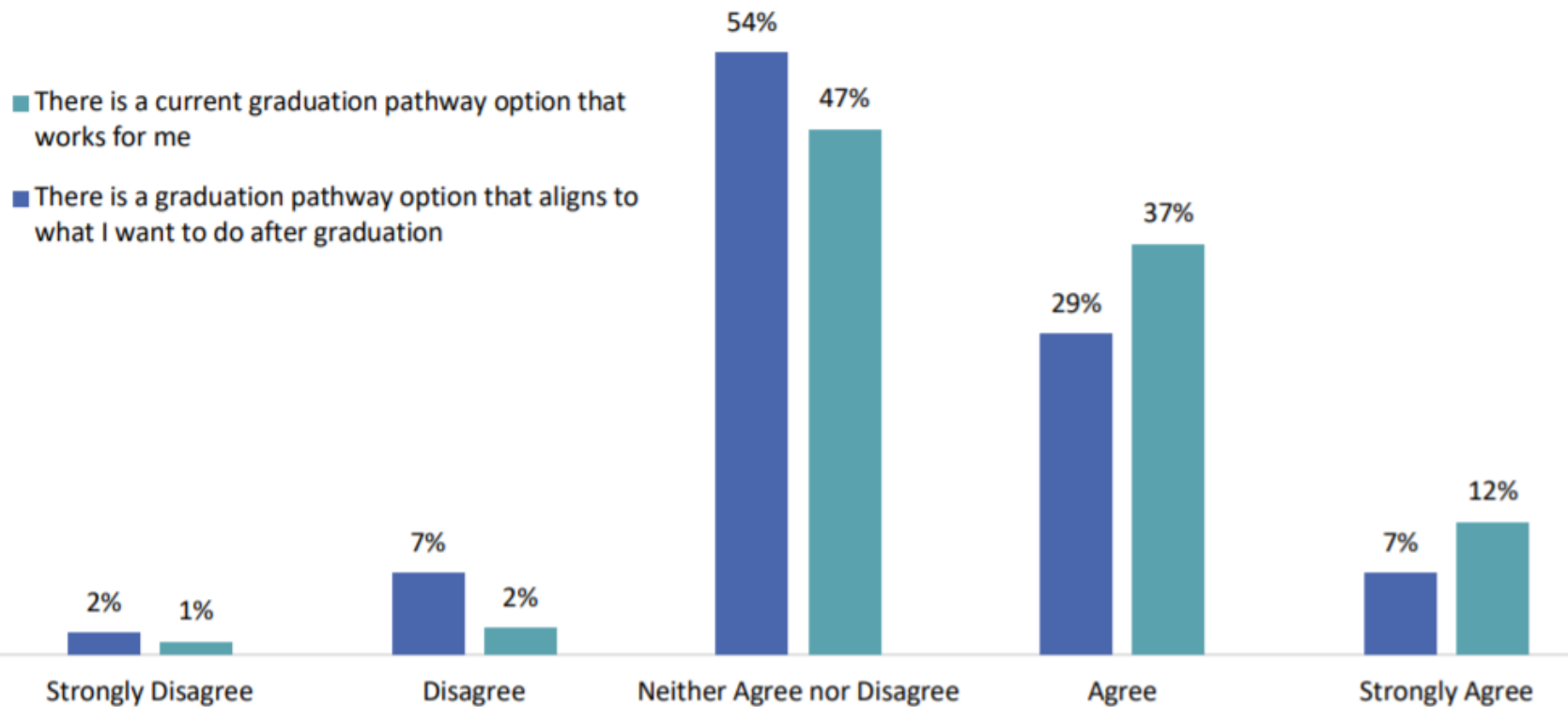
Guiding Questions for HSBP Component

- How would the HSBP be used as an essential tool for a MBL diploma?
 - Would the HSBP evolve as more of a learning plan, to facilitate the sharing of the student's learning desires with their teachers and help teachers tailor support of the student based on a shared understanding?
 - How would the student's postsecondary goals, as articulated in their HSBP, guide their learning/attainment of mastery in each subject area?



Guiding Questions for Graduation Pathways Options Component

Figure 25. Student perceptions of the applicability of the graduation pathway options



- Would a portfolio/capstone pathway give students ownership in their educational experience, by allowing them to demonstrate their learning in a way that they choose?
- How else might we apply a MBL lens to pathways?



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Debrief



SBE Contact Information & MBL Webpage

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



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