A Brief History of Mastery-Based Education in Idaho

2013 Governors Task Force #1 Recommendation

2016 Legislative Support Statute §33-1632; $1.4 million annually

2016-2020 IMEN, INCUBATION

Today: “Cultivated” resources and continued growth!

Future: Mastery and the Competencies to Scale
From There to Here: A Flower Analogy
• **Cohort 1:** Established 2016-2017, **14** Schools in 2021-2022
• **Cohort 2:** Established 2019-2020, **10** Schools in 2021-2022
• **Cohort 3:** Established 2021-2022, **16** Schools
MBE Framework

• **Statute** based
• Guides **ALL** Mastery work including the development of all other support resources, including a common application process, which contains Framework aligned goals and a budget.

4 Components of the Framework:

**Students Empowered** Learning culture empowers students

**Learning Personalized** Instructional practices personalize learning

**Competencies Demonstrated** Curriculum and assessment enable students to demonstrate mastery

**Mastery Recognized** Policies and systems recognize mastery
• Idaho College and Career Readiness Competencies

**Poised to Unify** ALL the Independent Programs & Perspectives

- 2017 SBOE approved
- 2020 SDE operationalized
- Aligned to Higher ED *and* Work Force through NACE
- Supports legislative intent
  - Ex: HB §172 Credit for extended learning opportunities

**Primed to Establish** “Life Ready” students

*College and Career Readiness* is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace”.

“graduate(s) will need to possess (them) in order lead a successful and meaningful life”.
Competency 1 Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.

### Performance Level Descriptors

<table>
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<th>Subskill 1.1</th>
<th>LEVEL 1</th>
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<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
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<td><strong>Choose and Apply Learning Strategies</strong></td>
<td>With guidance, I can notice details in a book or picture (e.g., cover, title, bold print, characters, icons) to help me make a prediction, or to connect to something I already know. With guidance, I can ask and answer questions about a topic or text.</td>
<td>I can notice details in a book or picture and use them to help me make connections and/or pose questions that help me get ready to read or watch. I can learn and try one or more comprehension strategies (i.e., predict, connect, question, visualize, determine importance, infer, synthesize) to help me make meaning of a topic or source.</td>
<td>I can learn and use comprehension strategies to help me understand and make meaning of a topic or source. I can notice when I get stuck reading or completing a task, and I can choose a strategy to help me persist through the challenge.</td>
<td>I can proactively apply effective comprehension strategies to understand and make meaning of a topic or source. I can consistently monitor my learning process (e.g., tracking my progress, noticing when my understanding breaks down, when I feel unmotivated, or when I am having difficulty with my learning environment) and I can choose one or more strategies to help me avoid and/or persist through challenges.</td>
<td>I can proactively apply strategies to understand and make meaning of a topic/source in order to achieve my learning goal/s. I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges.</td>
<td>I can proactively apply strategies to understand one or more complex topics/sources in order to achieve my learning goal/s. I can reflect on my past learning experiences to identify strategies that will help me optimize my learning in the future.</td>
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Sample Subskill Progression or Performance Level Descriptor

Level 5 is the goal of HS Graduation
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<td>Orange Font indicates language that is content agnostic, so it can be directly utilized for all content subjects or other educational programs.</td>
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Support Resources

**Staging Guide**: Organized by the Framework, over 100 accessible resources for *everyone*, in *any stage* of implementation

**Professional Development**:  
- Responsive to prioritized Framework “shifts”  
- Based in Canvas, 20+ courses

• **Revamped, Resource Rich Website**  
  • Now available!
Questions?

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