Mastery-Based Education Annual Report January 2022

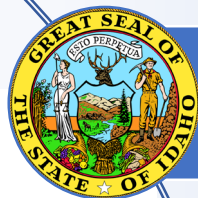**Aaron McKinnon**
Mastery-Based Education Coordinator

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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*

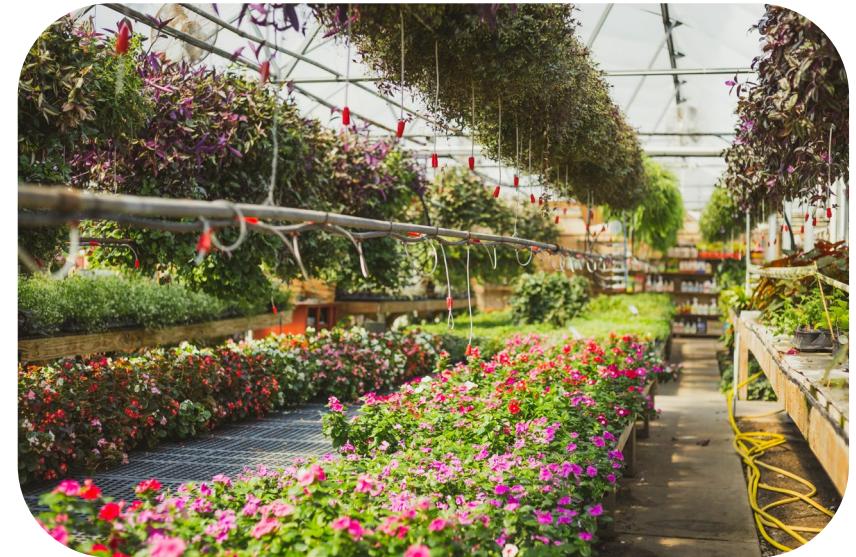**Today: "Cultivated" resources and continued growth!**

Future: Mastery and the Competencies to Scale

From There to Here: A Flower Analogy

IMEN Cohort Progress 2021-2022

- **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

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Subskill 1.1 Choose and Apply Learning Strategies	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.	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.**	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.	**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 persist through the challenge.	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.	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.**

Sample Subskill Progression or Performance Level Descriptor Level 5 is the goal of HS Graduation

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Orange Font indicates language that is content agnostic, so it can be directly utilized for all content subjects or other educational programs.

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?

Aaron McKinnon | Mastery-Based Education Coordinator

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6952

amckinnon@sde.idaho.gov

https://www.sde.idaho.gov/mastery-ed/

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