Idaho Mastery Education Lessons Learned

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Supporting Schools and Students to Achieve
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Good Afternoon – For the record, I am Kelly Brady, Director of Instructional Support for Student-Centered Learning at the Idaho State Department of Education. I am here today to talk with you about Idaho Mastery Education and lessons learned. First thank you for your support. The incubator process has allowed districts and schools to innovate, learn about the great possibilities, and examine both perceived barriers and policy roadblocks. Idaho is getting recognition at both the state and national levels.

Competency Works/INacol, a national group, visited and recently published a series of ten articles highlighting our Idaho Mastery Education Network (IMEN) schools. Chris Sturgis said, "Idaho...saw what early adopters had done, grabbed the best of it, and learned from the mistakes of others to do the best they can for their students."

Thank you so much for this investment in our Idaho students.

Last week you had the opportunity to hear two speakers that the Idaho Business for Education (IBE) brought in to build upon the conference they helped sponsor around the 4th Industrial Revolution (4IR). You heard from Gus Schmedlen - Vice President for Worldwide Education at HP, who talked about the advances and possibilities of how work and life will look different — focusing on Accelerated Innovation.

Gus mentioned the most In-Demand hard and soft skills –Focusing on things that robots can't do – Creativity, persuasion, collaboration, adaptability, and time management. He mentioned that our students of today will have between seven and eight careers - Forcing our students to be flexible and adaptive. They will need a global perspective, an understanding of our diverse world, and the ability to be competitive. Our K-12 system must begin preparing students for jobs that don't yet exist.

As Gus continued to talk, he was describing what is happening in Idaho Mastery Education Network! We know that students learn in a variety of ways and the time for learning varies – Learning must be the constant. Time and teaching should be the variable. This isn't always so in a traditional classroom – at times we advance students regardless of whether they have learned.

# Lesson #1 – What is Mastery Education?

A student-centered educational system that promotes relevant learning while allowing flexibility in both time and teaching methods, where student success is the only option.

So let's start with <u>Lesson 1</u> – What is Mastery Education? The definition provided in the enabling legislation is commonly accepted across the country and served as a perfect starting point. Through the past three years our participating schools have built off that foundation and developed a working definition to better communicate with stakeholders. We define Idaho Mastery Education as a student-centered educational system that promotes relevant learning allowing flexibility in both time and teaching methods, where a student's success is the only option. We must focus on the success of all Idaho students.

Pay close attention to the wonderful pictures throughout this presentation; our own Idaho Students participating in Mastery Education. You will see the joy learning brings to their faces.
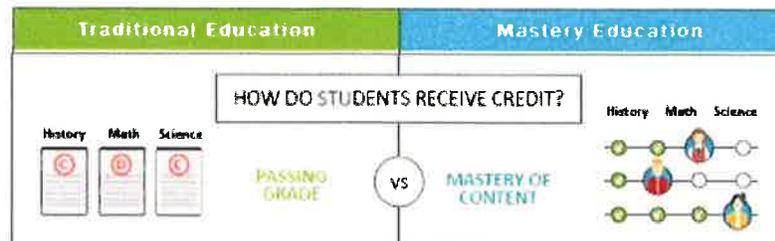
Transition from the Traditional Classroom
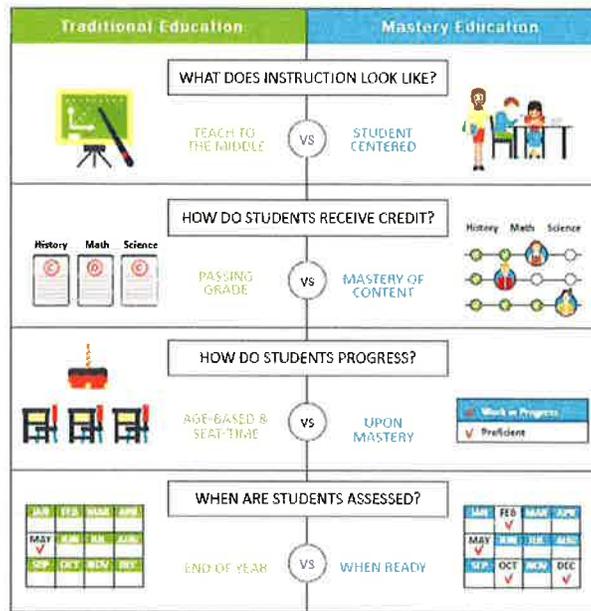
As we transition from the traditional classroom to a classroom that supports mastery education, we see four distinct differences.

Transition from the Traditional Classroom

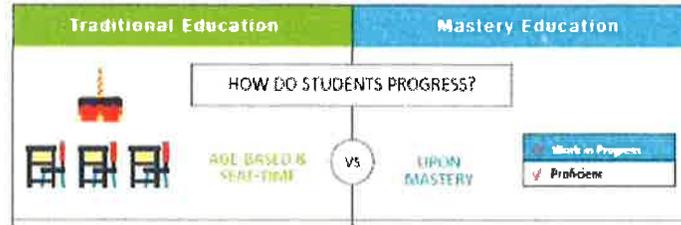| Traditional Education	Mastery Education
WHAT DOES INSTRUCTION LOOK LIKE?	
TEACH TO THE MIDDLE VS	STUDENT CENTERED
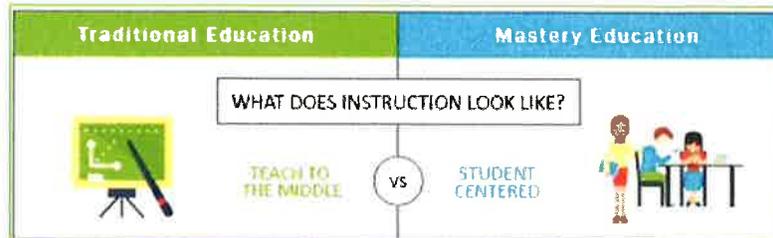
In a traditional classroom teachers teach to the average...in a mastery classroom teachers design experiences that are student-centered.

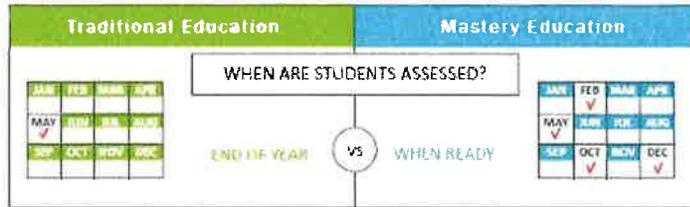# Transition from the Traditional Classroom

Students in a traditional classroom receive credit with a passing grade for instance a D...in a mastery classroom students are expected to master content.

Transition from the Traditional Classroom

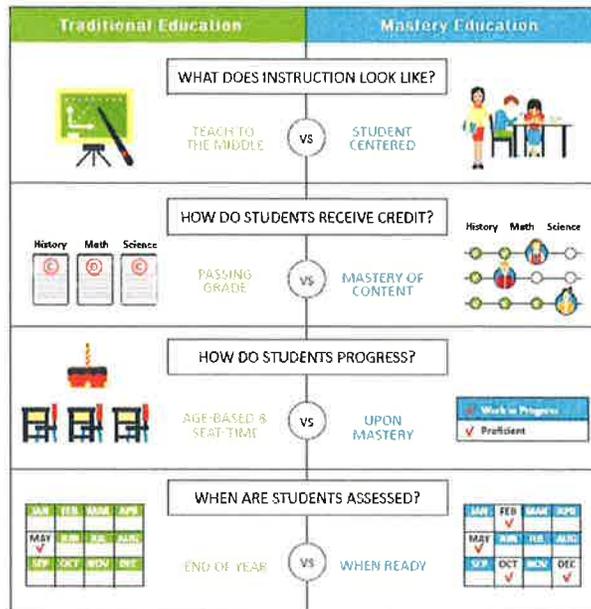| Traditional Education	Mastery Education
HOW DO STUDENTS PROGRESS?	
AGE BASED & SEAT-TIME	VS	UPON MASTERY	Work in Progress / Proficient

For years we have progressed students based on age and time spent in a seat..a mastery classroom advances students upon mastery of content.

Transition from the Traditional Classroom

Assessment is an important part of mastery, allowing students to test when ready which motivates and brings confidence to our students and their mindset about being a learner.

Transition from the Traditional Classroom

Traditional Education		Mastery Education
WHAT DOES INSTRUCTION LOOK LIKE?		
TEACH TO THE MIDDLE	VS	STUDENT CENTERED
HOW DO STUDENTS RECEIVE CREDIT?		History Math Science
PASSING GRADE	VS	MASTERY OF CONTENT
HOW DO STUDENTS PROGRESS?		
AGE-BASED & SEAT-TIME	VS	UPON MASTERY
WHEN ARE STUDENTS ASSESSED?		
END OF YEAR	VS	WHEN READY

Lesson #2 - Why Is Mastery Education a Priority?

Mastery Education Will Prepare Idaho Students for a Rapidly Changing World

- Students will demonstrate mastery of core academic content.
- Schools and teachers are given the flexibility needed to meet the needs of our diverse student population.
- Students will learn how to apply knowledge
- Instructional practices focus on helping students communicate effectively, work collaboratively and solve complex problems.

In the words of Superintendent Ybarra, "The beauty of a mastery-based education system is that it is rooted in local control and is truly from the ground up. Local communities, schools, and districts will determine through this effort what is best to meet the needs of their students."

Mastery Education Will Prepare Idaho Students for a Rapidly Changing World - Lesson #2 - Students will demonstrate mastery of core academic content - key-word demonstrate, schools and teachers are given the flexibility needed to meet the needs of our diverse student population. Students learn how to apply knowledge and instructional practices with a focus to communicate effectively, work collaboratively and solve complex problems. All of these priorities relate directly to Linkedin soft and hard skills that our important to the workforce.

What is the Goal of Mastery Education?

★ **Students demonstrate mastery of key content and skills.**

★ **Students play a greater role – and be more invested - in their learning.**

★ **Students seek out and engage with content more deeply, meaningfully, and productively.**

Learning how to learn and diversity of skills are both needed in today's educational system. We need an education system that aligns with skills needed for careers, college, and life. Mastery education gives students the chance to use meaningful content in ways that encourage deeper levels of learning through mastery of concepts and skills. In the Idaho Mastery Education Network we have a shared vision that content and skills are equally vital for the success of our students today.

Last week Miss Love, your Page, stated that she thought our schools should focus on student interests and give students more choice and flexibility in what they learn. She was reminding us of the importance of engaging our students in content and skills; giving our students the voice and choice they need to develop, for the seven or eight jobs they will have, that don't exist today.

Lesson #3 – State Support Must Evolve
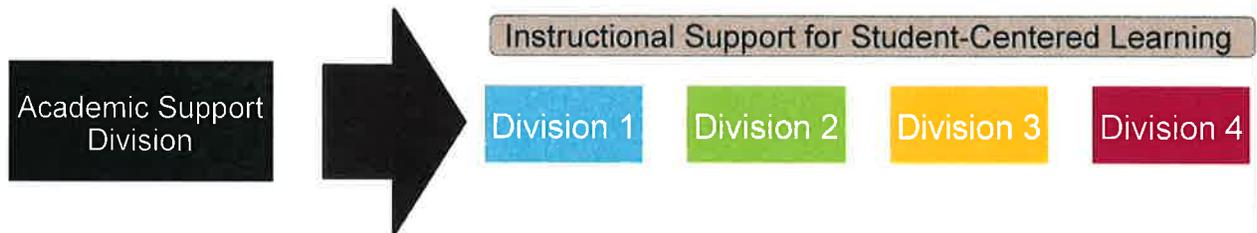
A key lesson from the Mastery Education incubator process is that as we were asking schools to restructure and reimagine to better meet the needs of students, Superintendent Ybarra led our efforts to restructure our staff to better meet the needs of schools.

State Support Must Evolve

Idaho Districts – Division 1 0-1,000 (Rural School Initiative)	
# of Districts	61
# of Students	37,150
# of Mastery Education Districts and/or Schools	8 Districts
# of Charters	48

Our new structure divides Idaho school districts and charter schools from smallest enrollments to largest, with each division covering all regions of Idaho. Division 1 includes 61 small, mostly rural districts with fewer than 1,000 students, plus 48 charter schools.

State Support Must Evolve

Idaho Districts - Division 2 1,000-3,000	
# of Districts	30
# of Students	55,282
# of Mastery Education Districts and/or Schools	1 District 8 Schools
# of Charters	4

Division 2 covers 30 districts and 4 charters with between 1,000 and 3,000 students.

State Support Must Evolve

Idaho Districts - Division 3 3,000-10,000	
# of Districts	17
# of Students	88,910
# of Mastery Education Districts and/or Schools	5 District 10 Schools
# of Charters	0

Division 3 includes 17 districts with between 3,000 and 10,000 students.

State Support Must Evolve

Idaho Districts – Division 4 10,000-40,000	
# of Districts	7
# of Students	158,629
# of Mastery Education Districts and/or Schools	5 District 7 Schools
# of Charters	0

Division 4, for enrollments of 10,000 to 40,000, includes the fewest districts – seven – and the most students – 158,629. You can also see that there are mastery schools represented in all four divisions.

Lesson #4 – Investment Needs

Salaries/Benefits

Professional Development

Purchased Services

Supplies/Materials

Travel

Capital Objects

Of the funds the Legislature appropriated for the Mastery Education Initiative. I want to tell you how the funds have been used by the incubator districts and schools.

Early in the process of developing Idaho Mastery Education, I spoke with thought leaders in mastery education around the country. I was able to identify spending categories that would include Salaries/Benefits, Purchased Services, Professional Development, Supplies/Materials, Travel, and Capital Objects.

Funds allocated to Salaries and Benefits were used by schools to compensate educators who attended professional development events over the summer or who spent time planning or otherwise working on mastery education implementation beyond their teaching contracts. Some schools also used funds to hire a staff member dedicated to planning and rolling out Mastery Education. Some schools used these funds to pay substitutes while teachers attended Idaho Mastery Education Network training sessions.

Schools used Professional Development funds to pay for training not provided by the Idaho State Department of Education due to limited capacity of the Department or specialized needs of the incubators.

Supplies and Materials funds were used by some schools to provide digital resources, technology devices, and hands-on instructional resources for students to use.

Travel funds were used to allow incubators to attend Professional Learning Community Training and to visit other schools to see Mastery Education in action.

Some schools used Capital Objects funds to purchase furniture and equipment to support flexible

learning spaces.

We must continue to study our investment as we support districts to shift our current educational system to a mastery educational system.

Observations

- Consistent Statewide Professional Development
- Technical Assistance Providers
- Fund Amounts and Needs Vary
- Needs-based Support Informs Future Spending
- Statewide Communication and Outreach
- System-wide Network Participation and Support

The investment we have made in Mastery Education and the ability to learn from an incubator process has given us the opportunity to learn from successes and failures.

These are the things that we know that we need to do and continue have funding for.

For instance, forming a network of schools and districts to learn together and developing shared resources and common instructional practices in a safe environment has been our greatest success. We have studied how districts can maximize the mastery education funds and how the need for funds changes as they learn more.

Lesson 5 – Build a Needs-Based Support Process

Lesson #5 - How are we planning to support, scale, and sustain mastery education in Idaho?
As we plan for the future of mastery in Idaho, the seven arenas of support will help districts come into mastery education at their unique readiness level. We will attach funds to four of the arenas using the previous funding categories. Districts will take a readiness survey to help identify which arena best meets their needs. For instance, we can provide money for new districts to visit our Cohort 1 districts and learn with and from them. Arena 5 will provide districts with money to help with planning and design. We are now able to identify the importance of paying teachers for the additional time it takes to collaborate with their fellow teachers to plan for real change both culturally and instructionally. Level 2, 5, 6, and 7 we hope will be tied to allocated grant funds.

IDAHO MASTERY EDUCATION BENEFITS

Source: IMEN Study 2017

FLEXIBILITY

STUDENT-CENTERED LEARNING

TRANSPARENCY

SUCCESS

DESIRE TO LEARN

ACADEMIC KNOWLEDGE AND SKILLS

Through a service grant and partnership between the Idaho State Department of Education and Boise State University, focus groups were conducted during the 2017-2018 school year with students, parents, teachers, and school leaders at each of the 32 IMEN incubator sites. The purpose of the research was to examine the partnerships, processes, and challenges that emerged as Idaho's Mastery Education moved from conception to implementation. The findings will help inform future professional development and strategic planning.

The study found key benefits:

- **Personalized learning:** Students reported being able to work at a flexible pace, and connected the opportunity to have "choice and voice in their learning" with feelings of confidence and preparedness for assessments.
- **Flexibility:** Both parents and educators highlighted the ability to utilize innovative teaching strategies, flexible learning spaces, and increased collaboration among educators.
- **Transparency:** Students, parents, and teachers are all able to work together to set goals, monitor progress, and provide students with differentiated support based on each child's individual needs.
- **Desire to learn:** Students understand and know how to work through the process of learning, which includes investigation, creation, communication, and synthesizing information.
- **Self-efficacy:** The study found changes in student attitudes toward ownership of their own learning. Similarly, parents and students reported changed attitudes toward success and failure; success is no longer measured by seat time and failure is no longer an acceptable ultimate outcome.

IDAHO MASTERY EDUCATION NETWORK

IMEN Cohort 1

Here you see the existing IMEN cohort 1. The IMEN includes 19 incubators consisting of 32 schools in five regions in Idaho.

IDAHO MASTERY EDUCATION NETWORK

IMEN Cohort 2

These are just a sample of the schools/districts across Idaho who are seeking support. I receive phone calls or emails every week wanting support, more clarification, or interest in being in the next cohort. We are extremely fortunate to have your support over the last three years. We have many challenges ahead, but we feel mastery education is the solution: The possibilities are here...Our Rural schools can use technology to connect our students to the world. Micro credentials – can connect content and assessment to achieve knowledge and ability to perform and respond to the needed skills in our workforce. Design thinking, blended learning, virtual reality, OER resources, next generation learning technologies, and vocational - CTE grounded in mastery, performance assessments, are issues we continue to explore in our Idaho Mastery Education system.

Time for students to share

IDAHO MASTERY EDUCATION SUCCESSES

Test Scores are Improving

- "We are very encouraged to see ISAT scores improving, but the increase in SAT scores is an even better indicator of the success of the mastery approach. The average SAT score at Venture grew from 734 in 2015 to 843 in 2017...It was accompanied by an increase in students' interest in college." -Venture High School (Coeur d'Alene)

Students Persist in Their Learning

- "Principal Christie McMillen said mastery transforms students who buy in. Now, it's no longer acceptable to do the minimum, skip the vast majority of tests or assignments and coast through with a D...Instead, students persist until they achieve B or A level work." -From *Idaho Ed News*, re:Middleton Academy

Students Take Ownership in Their Learning

- "Students are taking ownership of their learning, which has fundamentally changed the discussions we are having with students."-Meridian Academy

Teachers are Enthusiastic

- "We are proud that teachers are enthusiastic about Mastery Education." -Greenhurst Elementary (Nampa)

Students are Advancing Upon Mastery

- "Some students went on to earn high school credit for core classes while they were still in middle school." -Rocky Mountain Middle School (Idaho Falls)

**Students are Learning for Today and the Future**

- "Students are showing a higher level of motivation, and are actively engaged in pursuing more from their school experience. We are seeing students moving from one course to the next without teacher prompting. Students are taking the lead in some areas and making decisions about their education to further their chances of a more prosperous future." -Three Creek School District (Rogerson)

In addition to my presentation today, we have two reports coming at the end of January.

Let's connect all this back to Senator Mortimer's poem last Wednesday - Because - Mastery is the game changer in Idaho as we develop opportunities: there are tasks to do, as we show our worth, we solve relevant problems, dream of a future we can only imagine, and address each and every human need in Idaho - we must develop a workforce to grow the full potential of our Idaho citizens - this is our task-worth-problem-dream-and lastly need. We can only imagine! With that - I would like to introduce Dr. Greg Bailey who will talk about moving a whole district into a mastery education system. He will address his process, bright spots, and challenges. We also have a few students who will talk about what mastery education has meet to them. I will let the students introduce themselves. The administrators - Donell McNeal from Central Academy in the West Ada School District and Nick Stern from Greenhurst Elementary in the Nampa School District are also available to answer any questions. With that, Dr. Greg Bailey...

Prior Two Years

Idaho Mastery Education 2016-2017
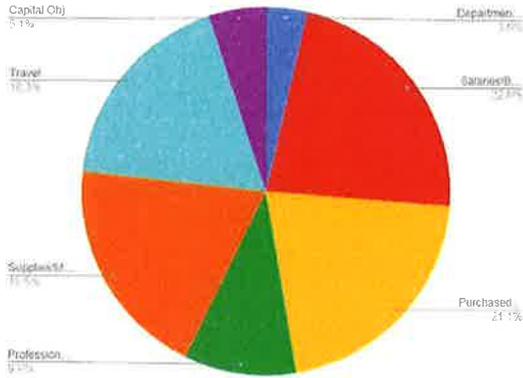
Idaho Mastery Education 2017-2018
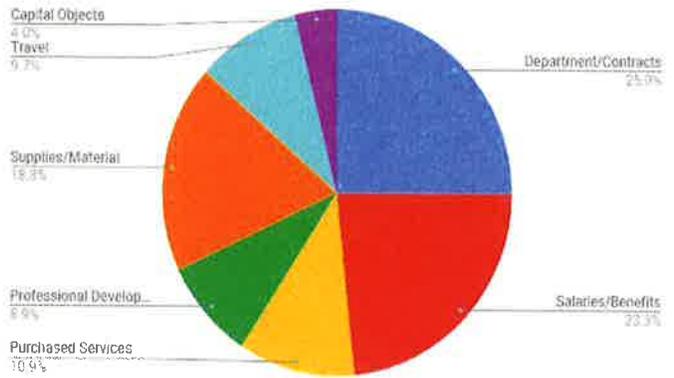
$1.4 million appropriation each year

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