MBL Work Group Meeting
April 29, 2021
Mastery-based Learning in the Budget

**Mastery-based Learning Work Group:**
- Continuation of the mastery-based learning work;
- Expansion of ongoing pathways research, and;
- Report outlining findings and recommendations to the governor and education committees of the legislature by December 31, 2022.

**Mastery-based Learning Demonstration Project:**
- Implementation of mastery-based learning in school district demonstration sites for the purpose of addressing learning recovery and other educational issues related to COVID-19.
  - Grants to school districts, professional development of school district staff, and
  - Implementation support provided by the state board of education.
- Grant recipients to report on impacts and participate in a collaborative to share best practices.
- Grants for mastery-based learning may be made in partnership with private matching funds.
Introductions: Please Share...

- Your name
- Your organization
- Old members: One thing you learned during our work group process from Summer 2019-December 2020/what questions do you have?
- New members: Why you wanted to be part of the MBL Work Group and what questions do you have?
Workgroup Statutory Charge (from E2SHB 1599)

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.
Workgroup Purpose & Scope (from E2SHB 1599)

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.
Past Work and Resources

- **MBL Work Group Authorizing Legislation**: E2SHB 1599 Sec. 301
- **2020 Report and Graphic Summary Report**
- The Washington State School Directors' Association (WSSDA) has subject-specific model policies and procedures that school boards can adopt that permit mastery-based credit.
- State Board of Education (SBE) Rules, Guidance and Handbook on mastery-based crediting.
- **Washington’s MBL One Pager**
New Work Group Statutory Charge (SSB 5249)

By December 10, 2021, the work group shall develop a Washington state profile of a graduate describing the cross disciplinary skills a student should have developed by the time they graduate high school. In developing the profile, the work group shall consult with students, families, and educators who have been underserved by the education system, examples of which include communities of color, English language learners, and students with disabilities. The work group shall seek guidance from the educational opportunity gap oversight and accountability committee regarding how to meaningfully engage with these communities. In addition, the work group shall consult with representatives from postsecondary education and training programs, labor, and industry, and seek input from the council of presidents and the Washington association of colleges for teacher education.
State Board of Education (SBE) Role

- The State Board of Education shall review the profile of a graduate recommended by the Mastery-based Learning Work Group. The SBE may consider modifications to the profile based on public comment and shall submit a report outlining its findings and recommendations to the governor and the legislature by December 31, 2022. As part of the report, the SBE may submit recommendations to align graduation requirements with the profile of a graduate. In developing the recommendations, the SBE shall consider:
  
  (i) Whether changes to the core subject area requirements, flexible credits, and noncredit requirements should be made and what those changes should be;
  
  (ii) The relationship between credits and core subject area requirements; and
  
  (iii) How the following components of the high school diploma work together as a system of graduation requirements designed to declare that a student is ready for success in postsecondary education, gainful employment, and civic engagement and is equipped with the skills to be a lifelong learner: The high school and beyond plan and the credit and subject area graduation requirements under RCW 28A.230.090 and the graduation pathway options under RCW 28A.655.250.
Mastery-based Learning in Washington State

Relevant References in Existing Law
The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. (RCW 28A.230.090)
RCW 28A.150.210: Basic education—Goals of school districts.

- A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

  1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
  2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
  3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
  4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.
RCW 28A.150.211: Values and traits recognized.

- The legislature also recognizes that certain basic values and character traits are essential to individual liberty, fulfillment, and happiness. **However, these values and traits are not intended to be assessed or be standards for graduation.** The legislature intends that local communities have the responsibility for determining how these values and character traits are learned as determined by consensus at the local level. These values and traits include the importance of:
  
  1. Honesty, integrity, and trust;
  2. Respect for self and others;
  3. Responsibility for personal actions and commitments;
  4. Self-discipline and moderation;
  5. Diligence and a positive work ethic;
  6. Respect for law and authority;
  7. Healthy and positive behavior; and
  8. Family as the basis of society.
All common schools shall give instruction in reading, handwriting, orthography, written and mental arithmetic, geography, the history of the United States, English grammar, physiology and hygiene with special reference to the effects of alcohol and drug abuse on the human system, science with special reference to the environment, and such other studies as may be prescribed by rule of the superintendent of public instruction. All teachers shall stress the importance of the cultivation of manners, the fundamental principles of honesty, honor, industry and economy, the minimum requisites for good health including the beneficial effect of physical exercise and methods to prevent exposure to and transmission of sexually transmitted diseases, and the worth of kindness to all living creatures and the land. The prevention of child abuse may be offered as part of the curriculum in the common schools.
WAC 180-51-051: Procedure for granting students mastery-based credit

- (4) Student demonstration of mastery: **Student demonstration of mastery of the state's learning standards is not limited to standardized assessment results. Nothing in this section prohibits LEAs from developing additional methods to allow students to show proficiency and earn mastery-based credit, beyond what is included in this section.** Districts who adopt a written policy for awarding mastery-based credit may make the following methods of earning mastery-based credit available to their students:
  - (a) State assessments in English language arts, math, and science, in accordance with RCW 28A.655.070;
  - (b) Local assessment options: Districts are encouraged to allow students to choose their assessment method from a variety of district-approved options. Additionally, districts may consider using standards-based grading for any local assessment approach to awarding credit.
    - **Local assessment options may include...**
  - (c) Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with WAC 392-410-300.
  - (d) Successful completion of next higher-level course: Districts may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Districts shall use the state or locally determined learning standards as their guide when making decisions regarding what courses should qualify.
Profile of a Graduate Examples
Snoqualmie Valley School District (WA)

Portrait Development Timeline

- **March 2019:**
  - Thoughtexchange open for educators, families, and community members (900+ participants)
  - Portrait of a Graduate Public Forum (80 participants)

- **August 2019:**
  - Three-year plan to integrate throughout schools (see poster at right) and curriculum announced

- **September 2020:**
  - Updating district’s Portrait of an Educator to incorporate the Portrait of a Graduate
South Carolina: Profile of a Graduate Competencies

- **2012-2013**
  - Conversations began at the local level, leading to creation of the Profile of the South Carolina Graduate
  - 37-school network adopted the Profile

- **2017-2018**
  - Diverse group of stakeholders develops competencies for the Profile of a Graduate

- **Ongoing:**
  - [Competency-based Learning Fellows](#) program to help districts implement the Profile competencies
  - [Self-paced learning](#) for educators on the competencies
Sonoma County (California)

- Collaboration between the Sonoma County Office of Education, the Career Technical Education Foundation, and Cradle to Career

- Developed through a series of community conversations framed around a key driving question:
  - “What are the hopes, aspirations, and dreams that our community has for our young people?”

- Portrait of a Graduate Website

- Next steps for various roles in the community
Glenbard District 87 (IL)

- Development committee included a group of 64 students, parents, community members, teachers, administrators and Board of Education members
  - Met three times during 2019 to develop the profile
  - Hosted a ThoughtExchange for the larger community
  - [Promotional video](#) developed
Wyoming: Ongoing Development Process

- Phase One: Audit of existing graduation practices, policies, and graduate profiles from across Wyoming
- Statewide conversations to identify stakeholder perceptions about what it means to be a high school graduate
- Phase Two: Continued involvement around the creation of the profile
- Phase Three: Adoption of graduation standards
Utah SBE: Model Profile

- 2016: Legislation creates a pilot program to provide grants and other incentives.
- 2019: Model Profile of a Graduate: Utah Talent MAP (Mastery, Autonomy, Purpose).
- Utah News Release: Board Approves Statewide ‘Portrait of a Graduate’ Model
- 2020: Talent MAP + state standards were used to design Profile of a Graduate competencies
Widely used Portrait of a Graduate skills and attributes:

- Adaptable
- Creative and critical thinker
- Problem solver or Solution seeker
- Lifelong learner or Self-regulated learner
- Effective communicator
- Innovator
- Collaborator
- Global Citizen or Culturally Competent
- Community-mindedness or Civic Literacy
- Goal-directed and Resilient
- Dynamic leader
- Often split into Academic Mastery and Social/Emotional Indicators
Additional Resources on Profile of a Graduate

- Learner Profile from Saline Area Schools (Michigan)
- Virginia’s Profile of a Graduate
- The Center’s Gallery of Iowa Portrait of a Graduate examples
- Portrait of a Graduate Gallery (Resource Hub)
- Design Thinking in Iron County School District (YouTube video)
- Opportunity for a California Profile of a Graduate (Aurora Institute Blog)
- Scaling Student Success through Graduate Profiles (CA Partnership)
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