



APPENDIX A IDAHO COMPETENCIES & CONTINUA



IDAHO STATE BOARD OF EDUCATION

COLLEGE AND CAREER READINESS COMPETENCIES

Each competency icon below links to its related performance level descriptors (Levels 1-6).



Additional links:

- [Competencies Overview](#)
- [Full Competency Set](#)
- [Text Only Version](#)





APPENDIX B

MASTERY INDICATORS



APPENDIX B: INDICATORS OF MASTERY

A CULTURE OF MASTERY: STUDENT LEARNING INDICATORS & CORE TEACHER STANDARDS

Student Learning Indicators: **STUDENTS EMPOWERED & LEARNING CULTURE**

- Learners have a mastery orientation, regularly reflecting on their learning, celebrating their own growth and the growth of others, and demonstrating positive persistence.
- Learners feel that they have ongoing opportunities to build strong relationships with adults, who remain formally engaged in their learning, and with peers, whom they see as collaborators for learning and co-creators of knowledge.
- Learners have adult role models for setting goals, ongoing learning, and collaboration with peers; they tangibly benefit from teachers' collegial efforts to improve learning experience and outcomes.
- Learners can articulate opportunities for learning experiences that meaningfully connect formal schooling to the local or global community and that are valued by the learning system.
- Learners feel safe and connected in the learning community, and can describe ways in which their culture and the culture of their communities are valued in the learning environment.
- Learners know what they are learning, why they are learning it, and how it promotes the ultimate goal of their education.

Core Teaching Standards: **THE LEARNER AND LEARNING & PROFESSIONAL RESPONSIBILITY**

- Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



APPENDIX B: INDICATORS OF MASTERY

THE INSTRUCTION OF MASTERY: STUDENT LEARNING INDICATORS & CORE TEACHER STANDARDS

Student Learning Indicators: **LEARNING PERSONALIZED & INSTRUCTIONAL PRACTICES**

- Learners are regularly engaged in inquiry, posing questions, investigating answers and solutions, and sharing their results, while simultaneously and continuously synthesizing and reflecting to build schema.
- Learners have regular and varied opportunities to develop key cognitive and metacognitive skills and strategies, with sufficient time to practice and apply new skills and strategies in collaborative and independent settings; they can describe the connection between their learning experience and the specific skills or strategies they are developing.
- Learners listen carefully to others' thinking and provide responses showing critical engagement with the task, opening the door to collaborative meaning-making and deeper understanding.
- Learners regularly confer with teachers and peers to evaluate progress, give/receive feedback, identify actionable next steps, and sharpen cognitive and metacognitive skills.
- Learners access their learning data in real time, and can discuss, reflect, and evaluate their work and progress relative to their goals; they benefit from timely, responsive attention to their needs as learners.
- Learners participate in an array of learning activities and flexible groupings based on specific goals, needs, and interests.

Core Teaching Standards: **INSTRUCTIONAL PRACTICE**

- Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.



APPENDIX B: INDICATORS OF MASTERY

CURRICULUM & ASSESSMENT OF MASTERY: STUDENT LEARNING INDICATORS & CORE TEACHER STANDARDS

Student Learning Indicators: **COMPETENCIES DEMONSTRATED & CURRICULUM AND ASSESSMENT**

- Learners experience a curriculum with clear connections to their lives, interests, and goals, and which positively relates to aspects of their social and community identity.
- Learners can describe the underlying structure and processes that support their learning, including both cognitive and metacognitive skills and strategies.
- Learners have both opportunity and capacity to select from a range of developmentally appropriate, meaningful choices within and among culturally responsive units of study; choices are designed to increase relevance, foster self-regulatory capabilities, and support interest-based learning.
- Learners can articulate the connections between the competencies or skills they are developing, the content they are learning, performance-based assessments they are working on, and how each of these relates to their learning goals and personalized pathway.

Core Teaching Standards: **THE LEARNER AND LEARNING & CONTENT**

- Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.



POLICIES & SYSTEMS FOR MASTERY: STUDENT LEARNING INDICATORS & IDAHO STATE POLICIES

Student Learning Indicators: **MASTERY RECOGNIZED** and **SYSTEMS & POLICIES**

- Students learn in an environment that is equitable, growth-oriented, responsive, flexible, and transparent.
- Learners build and demonstrate their growing competence at the time and the pace appropriate to their needs.
- Students access learning partners, resources, tools, and supports they need when they need them.
- Learners and adults collaborate to build a shared understanding of the competencies, which they use to equitably identify goals, communicate growing competence, determine advancement, and certify achievement.
- Learners and adults collaboratively and continuously gather, document, and analyze, in real time, an array of student data to respond to learner needs, supporting their growth.

The Core Teaching Standards rely on policies to support the mastery-aligned teaching practice needed to create systems which recognize mastery. State policies that define and advance mastery enable local mastery education policy.

IDAHO STATUTE 33-1632: MASTERY-BASED EDUCATION

(click for the full Statute)

- (1) The legislature finds that moving toward mastery-based education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students. The legislature further finds that moving from the current time-based system to a mastery-based approach will allow for more personalized and differentiated learning; create a focus on explicit, measurable, transferable learning objectives that empower students; and emphasize competencies that include application and knowledge along with skill development.
- (2c) Create a sustainability plan for statewide scaling of mastery-based education and ensure that all public school districts and charter schools participating in the Idaho mastery education network develop plans that describe how the public school district or charter school will maintain a mastery-based approach to education. Plans must include a process to develop the rubrics and assessments necessary to determine mastery and award credit.

IDAHO ADMINISTRATIVE CODE, Section 105 High School Graduation Requirements:

- 1b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA.



APPENDIX C

MASTERY-BASED EDUCATION

RECOMMENDED READING

MASTERY-BASED EDUCATION RECOMMENDED READING

STUDENTS EMPOWERED: CULTURE

- [Improving Schools from Within](#), Roland Barth
- [The Human Side of School Change](#), Robert Evans
- [Cultures Built to Last](#), Richard DuFour & Michael Fullan
- [Transforming School Culture](#), Anthony Muhammad
- [Mathematical Mindsets](#), Jo Boaler
- [Culturally Responsive Teaching and the Brain](#), Zaretta Hammond
- [Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World](#), Django Paris & H. Samy Alim

COMPETENCIES DEMONSTRATED: CURRICULUM & ASSESSMENTS

- [Understanding by Design, Expanded 2nd Edition](#)
- [Essential Questions: Opening Doors to Student Understanding](#)
- [Knowing What Students Know: The Science and Design of Educational Assessment](#)
- [How People Learn: Brain, Mind, Experience, and School: Expanded Edition](#)
- [How People Learn II: Learners, Contexts, and Cultures](#)
- [Making the Mathematics Curriculum Count: A Guide for Middle and High School Principals - Revised](#)
- [Developing Assessments for the Next Generation Science Standards](#)
- [How to Assess Higher-Order Thinking Skills in Your Classroom](#)

LEARNING PERSONALIZED: INSTRUCTION

- [Strategies That Work](#), Stephanie Harvey and Anne Goudvis
- [How to Give Effective Feedback to Your Students](#), Susan M. Brookhart
- [Classroom Strategies for Interactive Learning](#), Doug Buehl
- [Total Participation Techniques: Making Every Student an Active Learner](#), Pérsida Himmele and William Himmele
- [The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning](#), Nancy Frey and Douglas Fisher
- [Leaders of Their Own Learning](#), Ron Berger, Leah Rugen, Libby Woodfin
- [Students at the Center: Personalized Learning with Habits of Mind](#), Bena Kallick and Allison Zmuda
- [Quality and Equity By Design](#), CompetencyWorks
- Find additional resources in the [Instructional Practices Essential Reading List](#)

MASTERY-BASED EDUCATION RECOMMENDED READING

MASTERY RECOGNIZED

- Beyond Classroom Walls: Developing Innovative Work Roles for Teachers, Julie Kowal and Dana Brinson
- Toward the Structural Transformation of Schools: Innovations in Staffing, Jane Coggshall, Molly Lasagna, Sabrina Laine
- Starting the Conversation About Grading - Educational Leadership, Susan M. Brookhart
- On Your Mark: Challenging the Conventions of Grading and Reporting, Thomas Guskey
- Developing Standards-Based Report Cards, Thomas Guskey & Jane M. Bailey
- What We Know About Grading: What Works, What Doesn't, and What's Next. Thomas R. Guskey & Susan M. Brookhart
- A Repair Kit for Grading: Fifteen Fixes for Broken Grades, K. O'Connor
- Anytime, Anywhere: Student-Centered Learning for Schools and Teachers. Wolfe, R., Steinberg, A., & Hoffman, N.
- Grading for Equity: What It Is, Why it Matters, and How It Can Transform Schools and Classrooms, Joe Feldman
- Student-Centered Learning: Functional Requirements for Integrated Systems to Optimize Learning. Elizabeth Glowa and Jim Goodell
- "Helpful Tools for Developing Effective Competency-Based Education." Getting Smart
- "Innovative Dashboards." Building 21
- "Competency-Based Education Landscape." XQ Institute



ACKNOWLEDGEMENTS

When the Governor's Task Force for Improving Education was convened in 2012, the diverse, 30-member group of stakeholders met for eight months and ultimately delivered twenty recommendations. At the top of the list was a call for transitioning the state's public education system to a mastery-based system.

The Legislature passed enabling legislation and funding for mastery-based education in 2015 and shortly thereafter 19 districts or schools raised their hands to pioneer mastery-based education in Idaho. The Idaho Mastery-Based Education Network was created to give teachers the tools and training they needed to successfully implement mastery learning in their classrooms. The information provided in this Staging Guide would not be possible without the pioneering work of the 19 districts and schools who led the way as the Idaho Mastery-Based Education Network (IMEN).

Regardless of what point you entered into this work, or where you are now in the making the shifts to mastery, we applaud your leadership in Idaho schools and your commitment to building equitable, mastery learning environments for our students.

Thank you!

This Staging Guide was designed and developed as a collaboration between Idaho State Department of Education and reDesign, an education design company that has served as the mastery learning technical assistance provider since the launch of IMEN in 2016.

WHERE DO YOU WANT TO GO?

Click on the section of the Staging Guide you want to explore.

INTRODUCTION

STUDENTS
EMPOWERED



LEARNING
PERSONALIZED



COMPETENCIES
DEMONSTRATED



MASTERY
RECOGNIZED



APPENDICES

