|  |  |  |
| --- | --- | --- |
| **Definition of Mastery**   * Students are at mastery when they can consistently show they understand/apply what they learned through different assignments/activities with little support. (Consistently gets 70% or higher on assignments associated with the GLB with little help.) * Mastery Learning is an instructional method that presumes all children can learn if they are provided with the appropriate learning conditions. Specifically, mastery learning is a method whereby students are not advanced to a subsequent learning objective until they demonstrate proficiency with the current one. * Being successful at a task.  There are different levels of mastering skills. * Mastery is when a student has truly learned the objective within the lesson given. Students must be able to reproduce the knowledge later. * Mastery is when a student is able to consistently demonstrate the standard and benchmarks without any assistance. * "At mastery level, students will/can demonstrate the expectation of the benchmark." * Mastery is being able to do something well enough to encounter a new skill or concept that is unknown… * Mastery is needed before addressing new learning, because it requires scaffolding… * Mastery is being able to take prior learning to approach new learning concepts… * Mastery isn’t something we can measure in a certain amount of time…it might take some just a short time; others might demonstrate mastery in a longer amount of time… * The student usually meets and often exceeds the content standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills for the grade level.   **Definition of Competence**   * The student regularly meets the content standard. With limited errors, the student grasps and applies key concepts, processes, and skills for the grade level. * I feel that a student has demonstrated mastery of a topic when he/she is able to consistently apply the information with no help or prompting by the instructor. * Because the word itself denotes great skill, I think mastery should be equated with a level 3 or 4 performance. It should reflect that students have attained a conscious competence with a skill and do not need teacher support to perform that skill. * Mastery is being able to use the skills taught by applying them to solve problems in the appropriate time and manner. * Mastery of something is being able to independently explain and consistently apply an understanding of that skill/concept in different ways. In the new grading system, mastery, (in my opinion) is a #4 where the child is consistently meeting the expectation at or above grade level with no support. * Mastery is when the student can generalize the skill or concept, meaning s/he can apply the skill or concept in a variety of situations/activities without support. They also demonstrate the skill or concept on a consistent basis.   + Based upon the wording of our GLB expectations I see mastery as a 4, not a 3. Therefore, I think instead of using the word **Mastery**, I think we should use the term **Meeting Expectations** (a 3), as that is our goal. So we’d say “What is Meeting Expectations?” or “What should students have to Meet Expectations?” or “What do we if students do not meet expectations?” * Can complete a task without any help while doing so with 90% accuracy.   I think we should use a different term than “mastery”. I like saying “A student met the expectation”. Then we need to clearly define what that means – from a K-12 perspective. In this case, we have said it is a “3”. | **What should students have to master**? (Passing grade, all GLB’s, certain % of GLB’s?)   * Students should master all GLB’s. * All GLB’s need to be considered with a passing grade. * Passing now is 59.5%. This doesn’t mean that students can reproduce the knowledge. I believe that a student that has achieved a C or higher would have some mastery skills on part of the GLBs but not on all. Mastery should mean that all GLBs are passed with a 3 or higher. * -Not sure if I should put a time constraint in....i.e. "most of the time" or "75% of the time." * -It seems the longer and more detailed we make things, the less flexibility teachers have and the more arguments we have. Should some discretion be left to the instructor on this? * Mastery doesn’t have anything to do with grades…. I can get a good grade in a class without fully having Mastery…   + I think “Mastery’ is meeting the standards and benchmarks or GLB’s…   + These should not be lowered to accommodate more students in order to meet mastery; we should still require high expectations of our students… * Students should have at least a passing grade * I think students should have to show mastery of all GLBs. We have determined that those are the concepts that we feel are most important to that subject. * I am not sure that students should *have* to master. That seems like an unreasonable goal for teachers and students alike. I don’t think we would ever move forward if we had to get everyone to master a GLB before we could.   + At the high school level, I think it’s appropriate to stay with the passing grade. Since teachers are grading less (and not using extra credit to inflate grades), the grade will be a truer reflection of the student’s abilities than it has been in the past. Students who don’t pass a class that’s a graduation requirement have to re-take it until they do.   + My feeling is that the skill is more important than the grade at the middle school and elementary levels, and decisions about retention are currently more subjective than they are at the high school. I don’t know if all GLB’s would have to be met at a certain level or if some could be identified as “key” and require a certain level, but those are things to consider. * At least 90%, if not higher. However when I did some research online they say 80%--I think that shows an understanding, but not mastery. If we used the term **Meeting Expectations** instead of Mastery, then I think 80% or higher   4 – students have mastered all GLB’s at a certain grade level having provided evidence they can go beyond the content area.  3 – students have mastered all GLB’s at a certain grade level but haven’t provided evidence they can take their learning out of the content area.  2 – students have mastered 85% or more of the grade level GLB’s.  1 – students haven’t mastered an equivalent of 85% of the GLB’s for the certain grade level.   * I think if a student receives a 3 then they have “met our expectation” | **What should Oskaloosa do if students do not master content**?   * \*After School program where students are retaught/practice the skill/concept/GLB. * \*After they are retaught, students have another opportunity to either redo or complete similar assignments associated with GLB to show they have mastered it. * \*They attend summer school to try to master the GLB’s they have not mastered. * Providing remediation through tutoring, peer tutoring, additional small group instruction, additional time, reteaching, etc. * Redo’s, differentiate, remedial classes. This is a good question. Should we start to have required trimester * Differentiation…we place kids in grades that have time limitations…true mastery might require more time for some…if we could somehow group kids based on their level??? This is a scheduling and logistical nightmare, but if our school could have a more fluid leveling process, it would be a good thing….   I don’t know how this would be done, but I think it starts with taking labels off of our classes (8th grade, Sophomore, etc.)…  A radical idea….but this is certainly a topic that a lot of schools are facing-not just Oskaloosa…   * Provide opportunities to attain a higher level of understanding through out the school year, using as many learning supports as possible:   + If they are not regularly meeting the content standard, then perhaps a plan to bring student up to speed needs to be made with the parent. (Arrange for private tutors or pay for school tutors?)   + Institute a community wide support system whereby qualified persons volunteer time through out the school day to tutor/reinforce emerging skills.   + (Pella did this several years ago at the elementary level with an initiative called *Literacy Army.* It had pretty good results. I could probably get data).   + Consider summer programs   + Consider integrating literature across all content areas   + Consider retention, at least at the elementary level.   + Kids must be proficient in reading before advancing to the middle school. * I think we need to provide re-teaching opportunities and more practice time for students to master the concept and also demonstrate mastery of that concept. Students and parents need to understand that students are here to master these GLBs and not just to put in * That really depends on if we decide that mastery is not possible for all students, but regardless, some of the things we already do should remain in place (special ed services, team teaching, resource study halls, etc.).   + We have courses with prerequisites at the high school. Would it be a good idea to re-think those? My department created a chart to help students select their junior and senior level classes based on their academic goals, but I’m wondering if students’ levels of proficiency with GLB’s should be a factor in course selection. Really, I don’t know how that would work, but I kind of like the idea of linking those things. It may help keep kids from getting in over their heads (so to speak) and it also may help them – and their parents - to NOT choose classes that are not challenging enough for them. * I think we really need to think out of the box to come up with learning supports for students. We need EXTRA time, and I don’t see how that can be squeezed into our already PACKED day, so I’m thinking afterschool tutoring, before school tutoring, summer tutoring. (I realize this costs $$.) During tutoring, information should be presented in a different style than taught in the class. We also should start looking at the learning styles of the students not understanding skills/concepts and adapt our instruction to better fit their needs. I also think along with this, we need to consider quality/effective instruction as PD so we are all using!   + I think the retention issue really needs to be a case-by-case situation and should be a team decision not teacher decision. I don’t see retention as a blanket * Focus groups or intervention groups are key to re-teaching content for mastery. This allows students to get some focused instruction on their current needs but also allows them to continue to progress with other GLB’s that are being taught as well. * So that would look like creating a small group that would re-teach skills that students are to master. * I think retention should be a last resort. We need to have interventions that are at the point of contact for students. If they are struggling with a particular GLB, then they should be given support – an intervention time built into the school day has proven to be the most effective. Having said that, I think there needs to be changes in our philosophy of teaching – building relationships with students is so key to their success. We need to investigate ways to get parents more involved – we need to step that up. I think that After School Programs need to be GLB based – and summer schools should be before school begins, not after the regular school year begins. |
|  |  |  |