



IDAHO MASTERY-BASED EDUCATION: A CROSSWALK WITH OTHER RESEARCH AND PRACTICES



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Mastery Education

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Mastery-Based Education

A Crosswalk with Other Educational Practices and Research

WHY A CROSSWALK?

The **Idaho Mastery-Based Education Framework** ([link to Framework](#)) describes what teaching and learning looks like in mastery-based systems, schools, and classrooms. Moving toward Mastery-Based Education doesn't mean starting over or abandoning the important work you've already done. It means building on the evidence-based, impactful work that is happening in our state, and developing a coherent approach to the learning culture, practices, and systems that support quality education in Idaho for every learner. This document provides a brief, side by side alignment comparison of the components of the Idaho Mastery-Based Education Framework with the Danielson Framework for Teaching, Marzano's High-Reliability Schools Framework, and Professional Learning Communities defined by Richard DuFour and others.

DANIELSON'S FRAMEWORK FOR TEACHING

According to The Danielson Group ([link to Danielson Group](#)), "The Framework for Teaching provides a common language for instructional practice, as well as a philosophical approach to understanding and promoting great teaching and learning. It is a vision of instructional excellence, a roadmap for pursuing it, and a set of discrete practices that describe it." Across Idaho, and the United States, Danielson's Framework has become the basis for supervision and evaluation of professional educators, setting the standard for defining a great teacher in both traditional and mastery-based systems.

MARZANO'S HIGH-RELIABILITY SCHOOLS FRAMEWORK

Marzano Resources, headed by researcher Dr. Robert Marzano, designed the High Reliability Schools™¹ ([link to Marzano](#)) framework to "define five progressive levels of performance that schools must master to become a high reliability school—where all students learn the content and skills they need for success in college, careers, and beyond." The framework ties together much of the work schools are already doing and describes a broad pathway toward competency-based education, which is another term for Mastery-Based Education.



PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Professional Learning Communities, or PLC's, are, in the words of Richard DuFour ² ([link to DuFour](#)), "An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." Put simply, it is a formal method of meeting regularly to discuss student work, analyze student assessment data, and share instructional practices to ensure the success of all students. In Idaho, and across the US, teachers use the methods described by DuFour, and other widely-respected organizations, such as the National School Reform Faculty's Critical Friends Groups ([link to NSRF Critical Friends Group](#)), and the Center for Collaborative Education's Quality Performance Assessment ([link to Quality Performance Assessment](#)). A collaborative professional culture, whatever the form or label, is essential to well designed, effectively implemented Mastery-Based Education.



Idaho Mastery-Based Education Framework	Danielson's Framework for Teaching	Marzano's High-Reliability Schools ¹	Professional Learning Communities ²
<p style="text-align: center;">STUDENTS EMPOWERED</p> <p style="text-align: center;"><i>Learning culture empowers students.</i></p> <p>The transparency in a mastery based system encourages students to play a greater role, and invest more, in their educational success. They make important decisions about their learning pathways, providing insight on projects, activities, and the individual support needed to reach their potential. Self-reflection and self-assessment, along with goal setting and progress monitoring, become regular habits. Students take productive risks in their learning without fear of punitive grading practices. Through meaningful collaboration and routine peer feedback, they support one another in their academic growth.</p>	<p>1b: Demonstrating knowledge of students</p> <p>2a: Creating an environment of respect and rapport</p> <p>2b: Establishing a culture for learning</p> <p>2c: Managing classroom procedures</p> <p>2d: Managing student behavior</p>	<p>1.1 The faculty and staff perceive the school environment as safe and orderly.</p> <p>1.2 Students, parents, and the community perceive the school environment as safe and orderly.</p> <p>1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.</p> <p>1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.</p> <p>2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</p> <p>2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.</p> <p>2.6 Teachers have opportunities to observe and discuss effective teaching.</p>	<p>1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.</p>



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<p>LEARNING PERSONALIZED</p> <p><i>Instructional practices personalize learning.</i></p> <p>Mastery-based learning provides a foundation for personalized learning through flexible pacing and delivery of common expectations and performance-based assessments. Students receive timely, differentiated supports based on individual academic strengths and needs, and the opportunity to share their understanding in multiple ways. Learning experiences offer opportunities to collaborate in meaningful ways by leveraging student interests and connections to their community. Personalized learning, driven by meaningful interactions with teachers and peers, results in higher levels of student engagement and agency.</p>	<p>1d: Demonstrating knowledge of resources</p> <p>2e: Organizing physical space</p> <p>3a: Communicating with students</p> <p>3b: Using questioning and discussion techniques</p> <p>3c: Engaging students in learning</p> <p>3d: Using assessment in instruction</p> <p>3e: Demonstrating flexibility and responsiveness</p> <p>4a: Reflecting on teaching</p> <p>4b: Maintaining accurate records</p>	<p>2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.</p> <p>2.3 Predominant instructional practices throughout the school are known and monitored.</p> <p>2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.</p> <p>3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.</p> <p>4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.</p> <p>4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</p>	<p>5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.</p> <p>6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.</p>



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<p>COMPETENCIES DEMONSTRATED</p> <p><i>Curriculum and assessment enable students to demonstrate mastery</i></p> <p>The college and career competencies adopted by the State Board of Education provide the foundation for the Idaho Mastery Based Framework. Competencies represent the knowledge, skills, and personal attributes that lead to success. Mastery based education environments focus on competencies through rigorous real-world applications that prepare students for diverse postsecondary pathways. Competencies make learning equitable and transparent through explicit, measurable, and transferable learning objectives.</p>	<p>1a: Demonstrating knowledge of content and pedagogy</p> <p>1c: Setting instructional outcomes</p> <p>1e: Designing coherent instruction</p> <p>1f: Designing student assessments</p>	<p>3.1 The school curriculum and accompanying assessments adhere to state and district standards.</p> <p>3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</p> <p>3.3 All students have the opportunity to learn the critical content of the curriculum.</p> <p>3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p>	<p>3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.</p> <p>4. The team develops common formative assessments to frequently gather evidence of student learning.</p>



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<p>MASTERY RECOGNIZED</p> <p><i>Policies and systems recognize mastery</i></p> <p>Coupled with flexibility in pace and delivery, mastery learning is grounded in the idea that students progress when they demonstrate mastery of key content and skills, regardless of the time spent in class or where instruction takes place. Students also have opportunities to demonstrate mastery in multiple formats. Educational systems ensure learners have equitable access to supports that promptly identify and address learner needs so they can move at their optimal pace through and into new learning experiences.</p>	<p>4e: Growing and developing professionally</p> <p>4f: Showing professionalism</p> <p>4d: Participating in the professional community</p>	<p>1.3 Teachers have formal roles in the decision-making process regarding school initiatives.</p> <p>1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</p> <p>1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.</p> <p>1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.</p> <p>3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</p> <p>5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.</p> <p>5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their situation and needs.</p> <p>5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.</p>	<p>2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.</p>

¹The full set of Leading Indicators can be found online at: marzanoresources.com/reproducibles/handbook-for-high-reliability-schools

²Found in DuFour, DuFour, et al. (2016) *Learning by Doing*. See [Tight Elements of a Professional Learning Community](#).

This resource was created by reDesign, LLC, in collaboration with the Idaho SDE.