Mastery Indicators and Teaching Standards
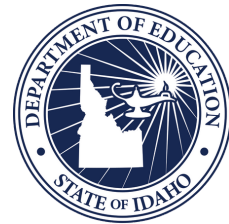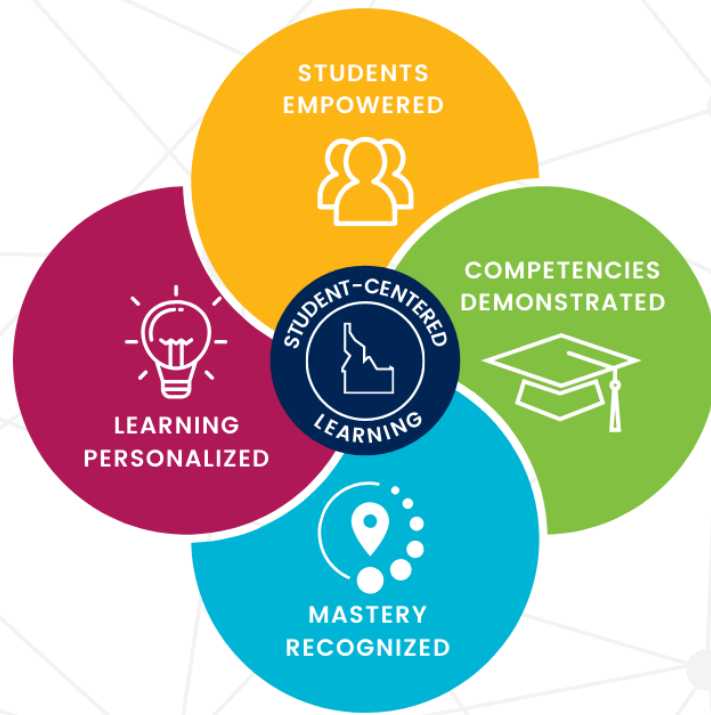## Student Learning Indicators aligned with Core Teacher Standards

IDAHO MASTERY INDICATORS AND TEACHING STANDARDS

This document aligns the Idaho Mastery-Based Education Framework to both **student** and **teacher** indicators to highlight the connection between learner goals and education standards within each element of the framework.

The **student indicators** originate in research and the work of the Idaho Mastery Education Network. The **teacher indicators** come directly from the Idaho Core Teaching Standards as defined in the Idaho Standards for Initial Certification of Professional School Personnel (page 8-23) and from Idaho statute related to mastery education.

STUDENTS EMPOWERED

STUDENTS ARE EMPOWERED BY A CULTURE OF MASTERY.

Student Learning Indicators: **STUDENTS EMPOWERED** and **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 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 that they have ongoing opportunities to build strong relationships with adults, who remain formally engaged in their learning, and with peers, who they see as collaborators for learning and co-creators of knowledge.

- Learners have adult role models for setting goals, on-going learning, and collaboration with peers; they tangibly benefit from teachers' collegial efforts to improve learning experience and outcomes.

- 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.

LEARNING PERSONALIZED

LEARNING IS PERSONALIZED THROUGH MASTERY-BASED INSTRUCTION.

Student Learning Indicators: **LEARNING PERSONALIZED** and **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.

COMPETENCIES DEMONSTRATED

STUDENTS HAVE MULTIPLE OPPORTUNITIES TO DEMONSTRATE COMPETENCIES THROUGH EFFECTIVE CURRIULUM AND ASSESSMENT.

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

- Learners experience a curriculum with clear connections to their lives, interests, and goals, and 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.

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.

- Students 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.

- Students 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.