



CONNECTICUT STATE DEPARTMENT OF EDUCATION

MASTERY-BASED LEARNING

June 3, 2015

Connecticut General Statutes Section 10-221a(f)(3)

...For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, **or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.**



Achieve



Mastery-Based Learning Guidelines for Implementation

Connecticut schools and districts employing Mastery-Based Learning should consider the following when planning:

I. Community Engagement

II. Practice

I. Policy



Mastery-Based Learning

Appropriate for all grades levels, content areas, and courses

1. Competencies are identified locally and include explicit, measurable, transferrable learning objectives.
2. Students advance upon demonstrated mastery as determined at the local level.
3. Competencies include the application of knowledge and skills.
4. Instruction is designed around the critical content knowledge and skills that all students need to be successful and is aligned with CT Core Standards and CT Content Standards.
5. Assessment is a meaningful and positive experience for students.
6. Students receive rapid feedback and differentiated support based on their individual learning needs.



MASTERY-BASED LEARNING

Connecticut students can learn through STUDENT-CENTERED pathways that ensure college and career readiness

Students are empowered to take ownership of their learning.

Rigorous, flexible learning opportunities prepare students for college, careers and civic life.

Paths to completion are flexible to meet student needs and interests.

Learning takes place through real-world application and is not constrained by time and place.



Instruction is fundamentally designed around the learner.

All students are ready and able to succeed in a global environment.

Multiple sources of data are used to provide timely intervention and/or acceleration.

Graduation is determined by student mastery and success on explicit, measurable learning outcomes.



Mastery-Based Learning

Fairness, Equity & Access for All Students

Mastery-Based Learning recognizes that *all students* have strengths and challenges and learn best at their own pace, sometimes with supports, including:

- Typical Learners
- Struggling Learners
- Gifted and Talented Learners
- Students of all SES
- Students with Disabilities
- Special Education
- Linguistically Diverse Students
- All of above



Mastery-Based Learning

Next Steps

- Website development in partnership with CAPSS
- Professional Development
 - School Leadership sessions through CAS
 - School Coaching through CAPSS
- District to District Peer Sharing of Best Practices specific and targeted to Mastery-Based Learning

