Idaho Mastery Education Network

SWOT Analysis
IMEN Study 2017

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IMEN - Middleton Academy

SWOT Analysis

S — Strengths/Success
- Achievement data MAP
- Credits earned data
- Discipline incident decrease
- Bell free schedule

W — Weaknesses/Challenges
- Increasing student self advocacy
- Time for PD
- Need for additional math support

O — Opportunities/Partnerships
- IMEN support system
- Leadership Team Middleton District

T — Threats/Possibilities
- Logistics of student choices
- Education stakeholders

IMEN - Greenhurst Elementary

Strengths/Success

- Students are excited about learning
- Positive school culture and climate

Weaknesses/Challenges

- Time for PD and planning
- Still held to traditional school expectations

Opportunities/Partnerships

- IMEN support system
- Mastery Connect

Threats/Possibilities

- Changes in leadership
- Decrease in funding

SWOT Analysis

S W O T

IMEN - Columbia High School

SWOT Analysis

Strengths/Success
- Change Management +
- Resources to Sustain
- Accelerated Growth

Weaknesses/Challenges
- Inside-Out
- Midstream
- K-12 Systematic

Opportunities/Partnerships
- Large Yet Small
- STEM Accreditation
- Higher Ed Connections

Threats/Possibilities
- Leadership Trust/Support
- Turnover
- Here to Stay?

S W O T

IMEN - Student Voice

Welcome to Silver Creek High School

IDAHO MASTERY EDUCATION BENEFITS/STRENGTHS

FLEXIBILITY
Educators are using innovative teaching strategies and providing innovative learning spaces. This frees up time and resources, allowing teachers to better serve their students.

TRANSPARENCY
With clear goals and benchmarks laid out, both students and parents are able to see exactly where they are in their studies, and what is expected of them.

DESIRE TO LEARN
Students are engaged in their learning as they make meaning, investigate, create/design, communicate, and synthesize their learning. Students are offered choice and are able to incorporate their interests into their learning.

KNOWLEDGE & SKILLS
As students complete their work, they receive immediate feedback through formative assessments. This model encourages students to focus and engage until they achieve mastery.

SUCCESS
Students work to fully understand the content and skills they need to advance in school—and beyond. Failure no longer exists; and students are no longer advanced based exclusively on time.

BUILDING THE FOUNDATION FOR PERSONALIZED LEARNING

Students work at a flexible pace, with choice and voice in their learning. Instructional support is given with an emphasis placed on fully learning instead of just earning grades, which builds their confidence for when the time comes to assess their skills and knowledge.

Source: IMEN Study 2017

IDAHO MASTERY EDUCATION CHALLENGES

STUDENTS

Ongoing Support is needed for the following:

Transparency for Learning - Communication, Evidence of Learning, Goal Setting, Flexible Schedule/Pace

Mindset for Learning (ownership, connect with teachers and peers, seek out resources and support)

Choice/Voice - Connecting Learning Opportunities to Interests and Life Skills

Learning Habits- Digital/In-Person

PARENTS COMMUNITY

Ongoing Support is needed for the following:

Transparency for Learning - Communication, Community Outreach and, Support for Parents

Mindset for Learning (ownership, home/school connections, seek out resources and support)

Connecting Learning Opportunities to Life Skills and Students' Interests

Traditional/Mastery Crosswalk Support (Dual Systems)

TEACHERS SCHOOL LEADERS

Professional Development is needed for the following:

Transparency for Learning - Assessment, Communication, Mentoring, Goal Setting, Support

Mindset for Learning, Culture of Calibration, Collaboration & Revision (PLCs)

Connecting Learning to Real-World, Life Skills, and Students' Interests

Flexible Schedules, Flexible Grouping, Learning Spaces

K-12 EDUCATION SYSTEM

Collaboration and Support is needed for the following:

Transparency for Learning - Assessment and Communication

Competencies/Learning Progressions

Learning Culture of Calibration, Collaboration & Revision (PLCs)

Traditional vs Mastery Crosswalk Support (Dual Systems)

Source: IMEN Study 2017

IMEN OPPORTUNITIES & PARTNERSHIPS

ACTIVITIES

Policies for IMEN, to include support from Idaho State Department of Education, seat-time waivers, ability for local school boards to determine crediting, and funding for IMEN incubators

IMEN Application reviewed by Business/Education/Community Members

Professional Development for IMEN Districts/Schools - in-person, virtual, school tours, local and national collaboration sessions

Community Awareness Campaign to include, communication toolkit for all stakeholders from policy, boardroom to classroom and for families

Collaboration with Higher Education for research and IMEN continuing credit opportunities

SYSTEM CHANGES

Learner involved in all aspects of learning; system allows for learner choice and voice

Assessment for Personalized Learning
- Feedback for Growth and Monitoring Progress

Facilitation/Support
- Differentiated educator roles to support individual student needs
- Flexible pace and flexible learning environments

Competencies/Learning Progressions
- Academic, Social/Emotional, and Workforce Skills

Learning Outcomes
- Feedback/Revision Cycle
- Calibration for Grading/Reporting

Student Advance Upon Mastery
- Personalized Learning Plans

CHANGES IN STUDENTS

"We learn in a more memorable fun way. We are able to build on our knowledge. If you already know something, you can show this on the diagnostic test."
IMEN Middle School Student

"Teachers are really adaptable, they will give you an assignment where students can be successful."
IMEN High School Student

"I like to learn best in small groups with our whiteboards and markers. Small groups, with a teacher to help."
IMEN Elementary Student

"Criteria used to be laid out by the teacher, but not the student. Now I can see everything. There is no chance of falling behind, unless I choose to."
IMEN High School Student

Source: IMEN Study 2017

POSSIBILITIES FOR MASTERY EDUCATION STATEWIDE IMPLEMENTATION

PARTNERSHIPS

Often innovative ideas are at greatest risk when the visionary leader leaves. An educational change like mastery requires support from multiple levels and the broader school community. As we transition Governors, it is important that there is collaboration among stakeholders to determine Idaho's Profile of a Graduate.

Implementation of mastery education could serve as a common connection between the existing Governor's three task force committees - Improving K-12; Higher Education; and Workforce Development.

Collaboration is needed at both the state and local levels, and should include Career and Technical Education and higher education, to align the IMEN Competencies and Learning Progressions to Idaho's Profile of a Graduate.

State and local collaboration is needed to adapt the Idaho Mastery Education Network's Competencies and Learning Progressions to align with the Idaho State Content Standards.

POLICY

Currently, IMEN schools are working within dual systems for assessment. While locally, schools/districts are able to assess students according to where they are currently learning, regardless of age or grade, state tests require that students are given grade level tests each year. Allowing students to take state tests, upon readiness, or provide fewer checkpoints, rather than annual tests, would provide the long-term flexibility that is needed.

Currently, IMEN schools are working within dual systems for reporting. This takes valuable time and resources, and system support is needed in the long-term.

Policies that will allow students to earn credit based on demonstration of mastery, rather than completion of courses, will provide schools/districts with the needed flexibility. Locally, school boards are able to determine how students may earn credit through Advanced Opportunities policy. In order to establish this as a long-term solution, support for awareness of this policy and implementation recommendations should be shared with Local Educational Authorities.

FUNDING

Currently, IMEN schools are using a seat waiver to allow for mastery education. Seat waivers would need to be available to all schools/districts in inquiry, planning/design and implementation, as long as the currently funding formula is based on Average Daily Attendance (ADA).

Need based funding made available for districts considering moving to mastery education.

Mastery education will be considered as a school improvement strategy in the ESSA plan, to support the lowest performing schools, allowing schools to utilize SIG funds and Title funding to support their efforts in transitioning to a mastery system.

Idaho Mastery Education Network - Multi-Tiered Support

Participate in an Inquiry Lab PD days to ask questions and learn from other IMEN districts/schools.

Funding for school visits and to attend quarterly IMEN Professional Development events.

Funding to support planning and design and attend monthly IMEN Professional Development events.

IMEN Districts/Schools share mastery learning in action through school visits.

Funding to support implementation and attend quarterly IMEN Professional Development events

IMEN Districts/Schools share why mastery, demographics, bright spots, and resources.

Participate and share resources for IMEN Professional Development events.

03 Inquiry Lab

04 Exploration

05 Planning & Design

02 IMEN School Visits

06 Implementation

01 SDE Website

07 Sustain & Scale

Idaho Mastery Education - Support & Capacity Building

AWARENESS CAMPAIGN
Communication Toolkit
SDE Website
Stakeholder Surveys

IDAHO MASTERY EDUCATION NETWORK
IMEN Lessons Learned
Professional Development
Strategic Implementation Guide

IDAHO MASTERY EDUCATION COMMITTEE
Idaho Profile of a Graduate
IMEN School Visits
System Support Resources

OUTREACH & RESEARCH
IMEN Study 2017- Challenges & Benefits
IMEN Study 2018 - Support for Teachers & Leaders
IMEN Summit 2019

01

02

03

04