The background is a bright yellow circle. A thick, dark blue curved line starts from the left edge, arches over the top, and ends on the right edge, creating a shape similar to a stylized eye or a protective shield.

# **Essential Education**

**Bigger Results and Better Learning**

**COABE 2016**  
**Dallas, Texas**

Dan Griffith  
National Sales Manager

Jason Guard  
Mid-Atlantic Account Manager

# Agenda

- Introductions
- Background
- Five Imperatives for Mastery Learning
- Closing Remarks

# Background



## Key Ingredients

1. Time to learn
2. Support to learn

*I was born with one of the most potentially destructive types of learning disabilities - the hidden kind. For those not familiar with these disabilities, with an obvious disability you can say, "Hey, there's something wrong here. It has a name. We can do something about it." With a hidden disability a child can't do what is expected of them. And because there is no apparent reason for this the child usually gets labeled disobedient, lazy...stupid. If that disability is never identified, that child's future will be pretty bleak. By the time I reached fifth grade I did not have a snowball's chance in hell for success in school or life. No matter how hard I tried I could not do what was expected of me.*

## Background



*What aspects of our educational system keep students from having the time to learn?*

- *Tests, tests, tests*
- *Curriculum standards*
- *Semester schedules*
- *Homogenous groupings*
- *“Ring the bell” scheduling*

## Background



*What aspects of our educational system keep students from having the support to learn?*

- *Funding*
- *Class size*
- *Technology restrictions*
- *GPA system*
- *One size fits all*

# Five Pillars of Mastery Learning

Today we will look at each pillar and provide the following:

- Background information
- Examples of classroom use
- Tools for classroom implementation

1. Determine degree of mastery of key skills
2. Divide the learning into manageable pieces
3. Provide immediate feedback with correctives – translate into progress
4. Continual formative assessments
5. High engagement in personalized instruction

Google “Benjamin Bloom – Mastery Learning”  
for studies and background

# Five Pillars of Mastery Learning

**Determine the degree of mastery of key skills**

## **3 Types of Authentic Assessment**

1. Content – knowledge about a topic
2. Skills – ability to apply knowledge to discipline-specific problems
3. Cross-curricular skills – information literacy, meta-cognition, self-assessment, etc.

## **Assessing Skill Development**

*Jon Mueller*

Step 1: Write skills as standards

Step 2: Design tasks to assess the skills (When would someone ever need to use this skill?)

Step 3: Identify the criteria for the skill

Step 4: Create rubrics for rating skill development

# Assessing Skills Development

**Organization** – The student will demonstrate clear note-taking and notebook organization during the next 9 weeks.

## Rubric for Assessment

- Notes will be orderly and in outline form

Strongly disagree

Strongly agree

- Papers and handouts will be placed in correct notebook sections

Strongly disagree

Strongly agree

- Notebook and other materials will be on hand and accessible at all times

Strongly disagree

Strongly agree

# Divide the Content into Manageable Pieces

## Common Core State Standards Correlations

### [-] English Language

#### [-] CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development

#### **Lessons related to CCSS.ELA-Literacy.CCRA.R.2:**

Bartley, The Scrivener: Comprehending Concepts

The Crisis: Paraphrasing a Quote

Rental Agreement: Interpreting a Passage

Gladiator Review: Recall Details

University of Colorado Honor Code Policy: Detail Describing Students

University of Colorado Honor Code Policy: Detail Describing Responsibility

Life of Pi: Recalling Details

The Jungle: Comprehending Details

Disciplinary Procedure: Comprehending Details

Disciplinary Procedure: Applying the Policy

University of Colorado Honor Code Policy: Restating a Concept

University of Colorado Honor Code Policy: Word Meaning

Make Music with Your Life: Poem's Main Idea

Good Benito: Comprehending Details

Walden: Main Idea

Death of a Salesman: Character Motivation

Hogan's Goat: Character Motivation

I Felt a Cleaving in My Mind: Effect of the Poem

[+] CCSS.ELA-Literacy.CCRA.R.3 - Analyze how and why individuals, events, and

[+] CCSS.ELA-Literacy.CCRA.R.4 - Interpret words and phrases as they are used

[+] CCSS.ELA-Literacy.CCRA.R.5 - Analyze the structure of texts, including how s

## College and Career Readiness Standards Correlations

### [-] Language

[+] Anchor 1 - Demonstrate command of the conventions of standard English (...)

[+] Anchor 2 - Demonstrate command of the conventions of standard English (...)

[-] Anchor 3

Apply knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading or listening.

#### **Lessons related to Anchor 3:**

Sentence Structure Review of Subjects and Verbs

Sentence Structure Review

District Representative Letter VII

Cliches and Awkwardness

Shifts in Person

Organizing Paragraphs

Organizing Articles & Essays

Organizing Letters

Review of Organization

Farwest Memorandum V

[+] Anchor 4 - Determine or clarify the meaning of unknown and (...)

[+] Anchor 5 - Demonstrate understanding of figurative language, word (...)

[+] Anchor 6 - Acquire and use accurately a range of general academic and (...)

[+] Mathematics

# SMART Assessment

## Types of Formative Assessments

Observations

Class discussion

Learning/Response Logs

Peer/Self Assessments

Visual Representations

Individual Whiteboards

Four Corners

Think Pair Share

As I See It

Source: WVDoE

Questioning - enables deeper thinking

Exit/Admit Slips

Graphic Organizers

Practice Presentations

Kinesthetic Assessments

Laundry Day

Constructive Quizzes

Appointment Clock

*Plus many more...*

# Corrective Feedback and Instruction

## Developing Strong Support



*Use the following prompt to answer the questions below.*

Imagine your city council is hearing arguments for and against reopening an abandoned drive-in movie theater. The developer is requesting some taxpayer money to contribute to the renovation and in return pledges to have a free family movie night every other month for the first two years.

3.  A local citizen argues: "It is unfair for taxpayers to pay for business development. A drive-in theater would just encourage young people to drink in their cars. When the theater was open in the 1980s, it caused a lot of traffic. This theater is a bad idea."
  - a. Does the argument provide specific facts? How does this affect the argument?

# Corrective Feedback and Instruction

*How would you correct the following error?*

*What does this show about the student?*

*What other content might be important to strengthen?*

*How can you provide the student with a chance for mastery?*

**Developing Ideas, Arguments, and Evidence**

**Developing Strong Support**

**Star Support**

**Practice It!**

- 3a.** The only fact that the argument includes is that the theater caused traffic in the 1980s. This fact is not very specific. It doesn't have information about how bad the traffic was and what caused it, specifically. Other statements are very general. The idea that the theater would encourage underage drinking seems to be speculation. The lack of specific facts makes the argument less convincing.

# High Engagement in Personalized Learning

*Engagement is a function of attention. So, how do we capture someone's attention?*

## Harvard Business Review

Ben Parr

*Captivology: The Science of Capturing People's Attention*

(HarperOne, 2015)

## 7 Keys to Capturing Attention

- Automaticity
- Framing
- Disruption
- Reward
- Reputation
- Mystery
- Acknowledgement

# High Engagement in Personalized Learning

## Automaticity

### Tips

- Use a physical sense
- Create a chant

### Ideas

- Have a bell to initiate activities
- “I got spirit, yes I do...”

## Framing

### Tips

- 
- 

### Ideas

- 
-

# Five Pillars of Mastery Learning

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# Five Pillars of Mastery Learning



**Mastery Learning Principles  
can help ALL students succeed!**

1. Determine degree of mastery of key skills
2. Divide the learning into manageable pieces
3. Provide immediate feedback with correctives – translate into progress
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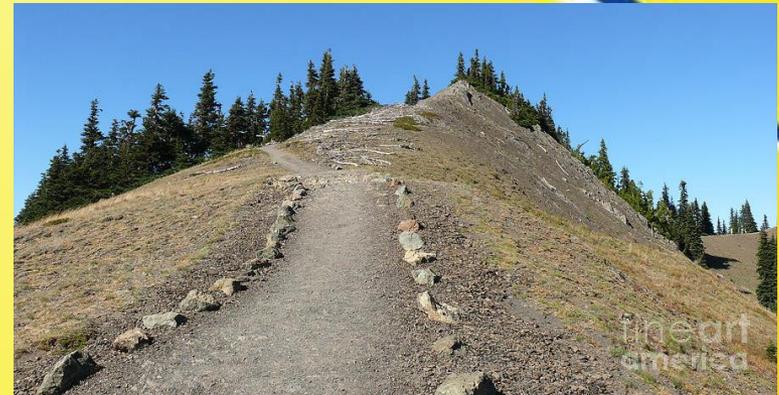
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## Closing Remarks/Q&A

*Thank you for all you do for adult education! We are honored to partner with you to change lives, families and communities.*

[dan@essentialed.com](mailto:dan@essentialed.com)

[Jason@essentialed.com](mailto:Jason@essentialed.com)



“A difficult time can be more readily endured if we retain the conviction that our existence holds a purpose – a cause to pursue, a person to love, a goal to achieve.”

– John Maxwell