

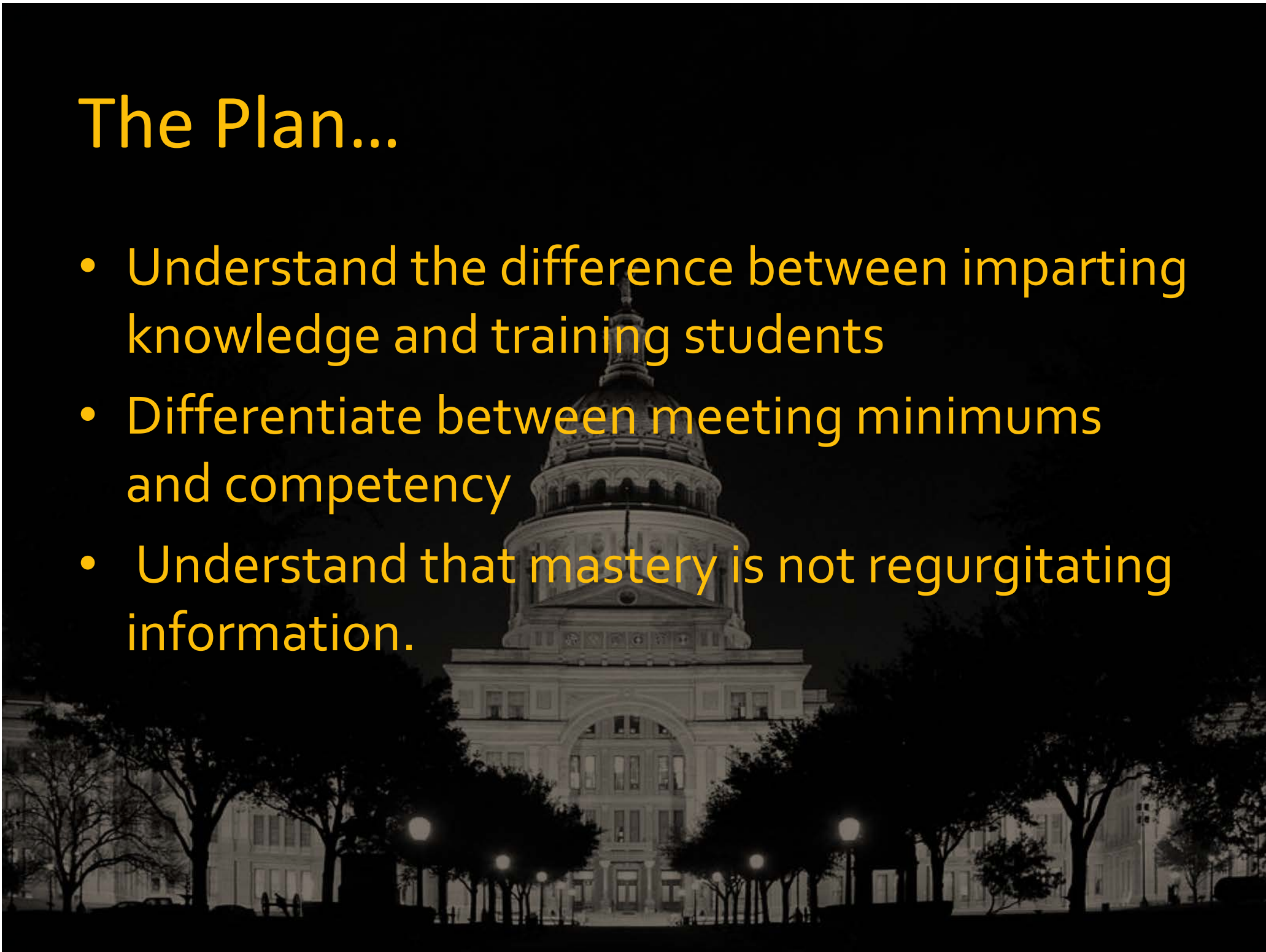


ROLE OF THE TEACHER...

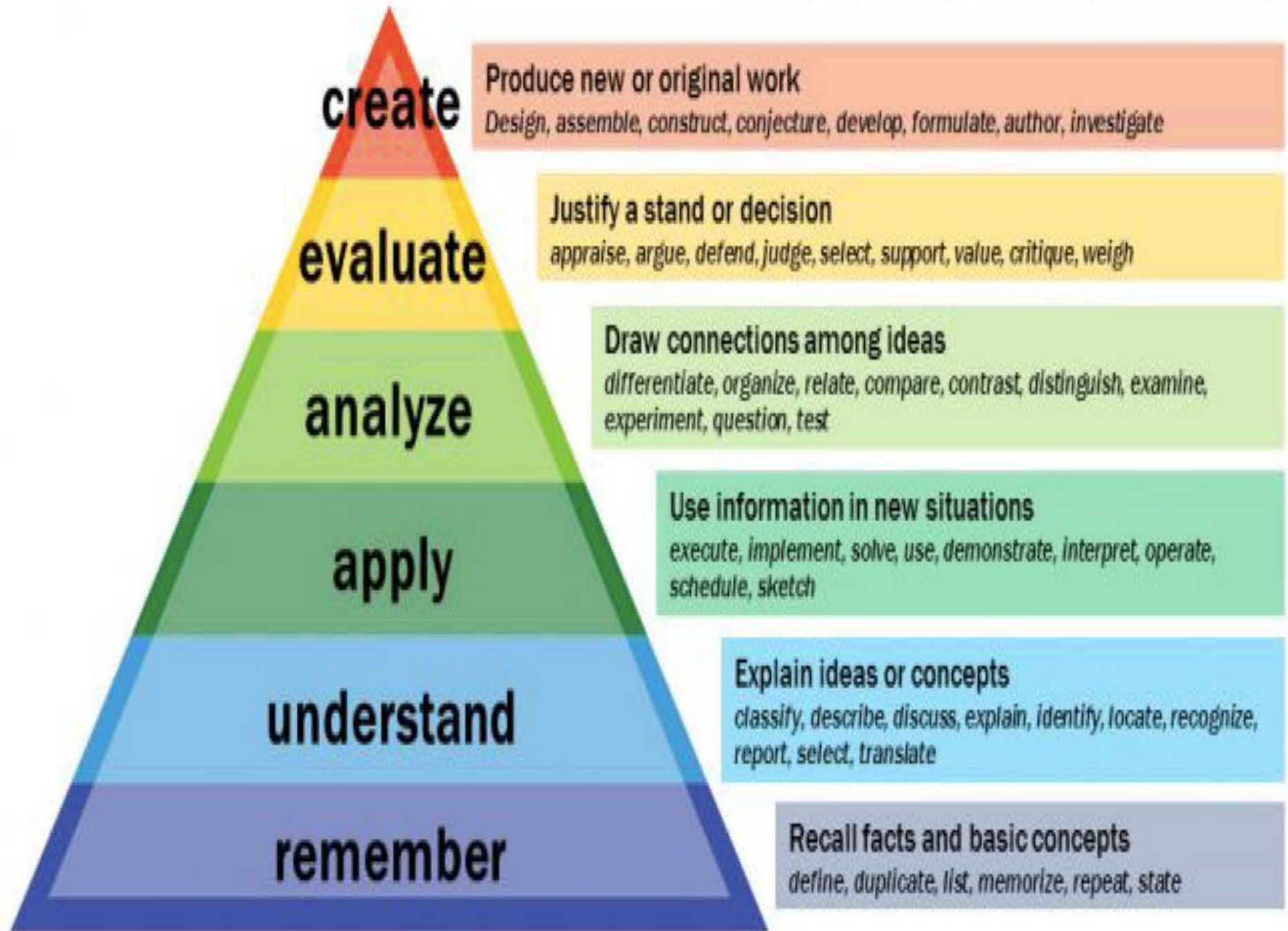
Stop Talking at Your Students and Teach Mastery

The Plan...

- Understand the difference between imparting knowledge and training students
- Differentiate between meeting minimums and competency
- Understand that mastery is not regurgitating information.



Bloom's Taxonomy

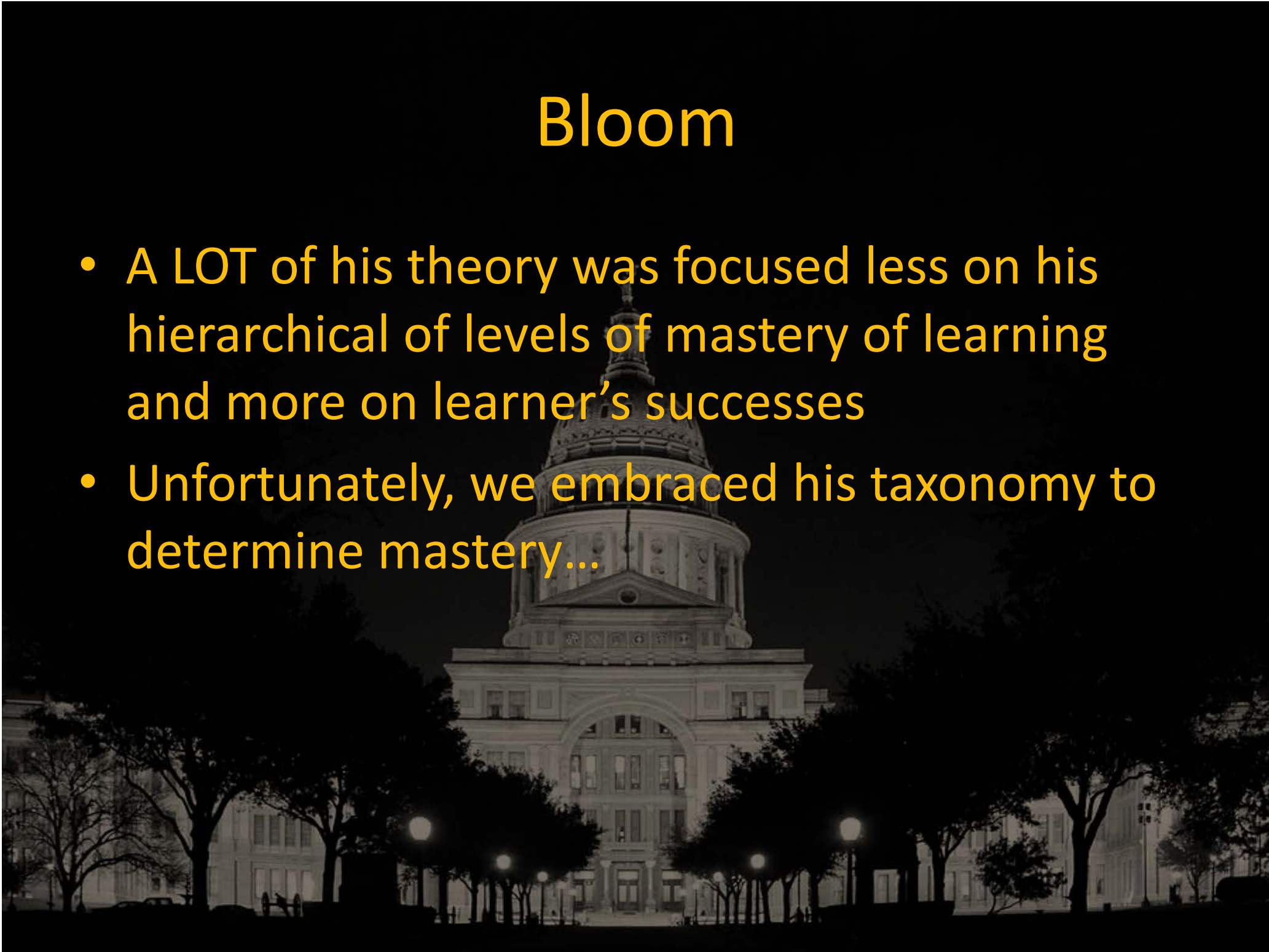




Where was most of Bloom's work focused?

Bloom

- A LOT of his theory was focused less on his hierarchical of levels of mastery of learning and more on learner's successes
- Unfortunately, we embraced his taxonomy to determine mastery...





Big Mistake...

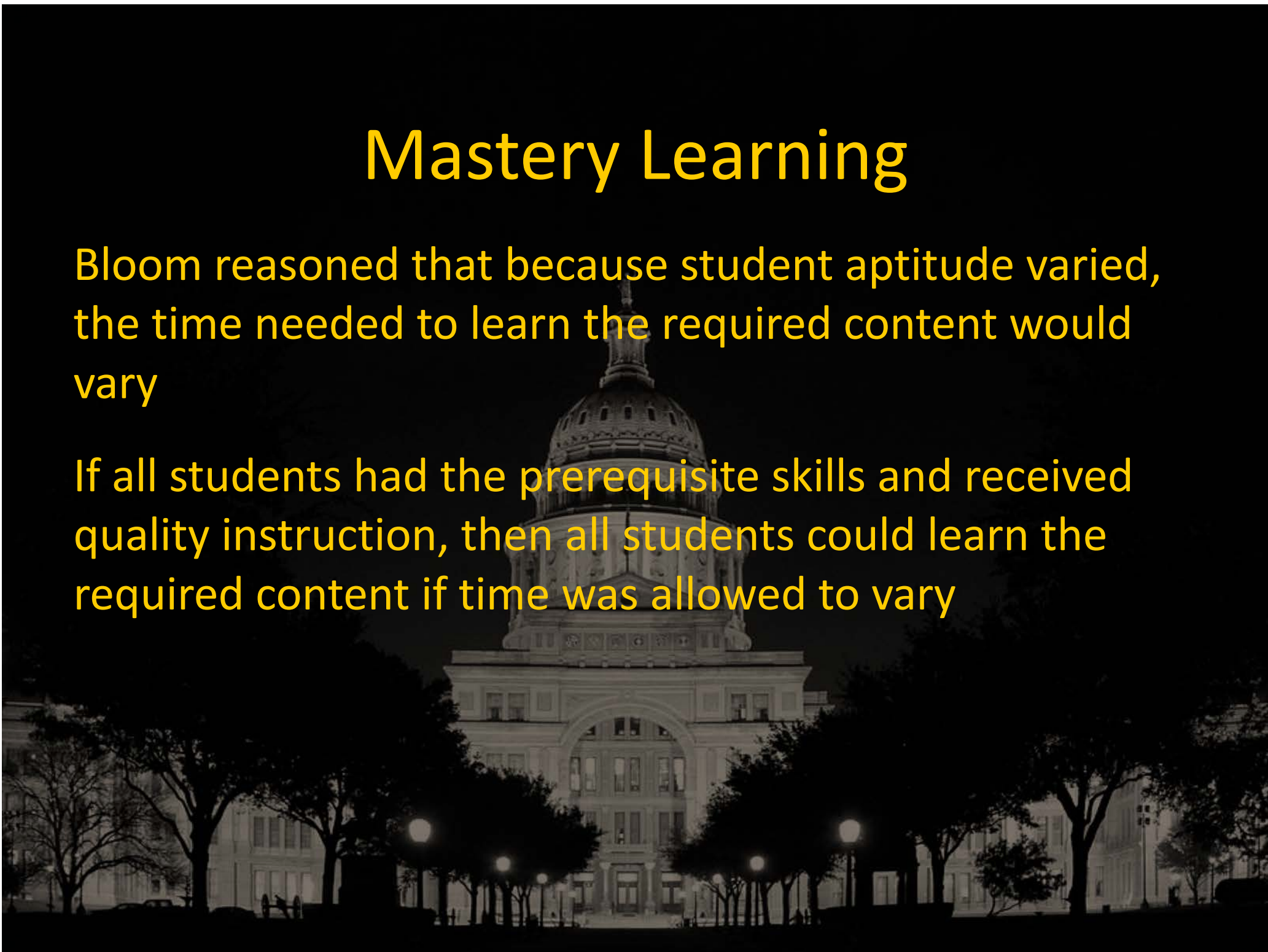
Full Disclosure Here...

This is MY Opinion

Mastery Learning

Bloom reasoned that because student aptitude varied, the time needed to learn the required content would vary

If all students had the prerequisite skills and received quality instruction, then all students could learn the required content if time was allowed to vary

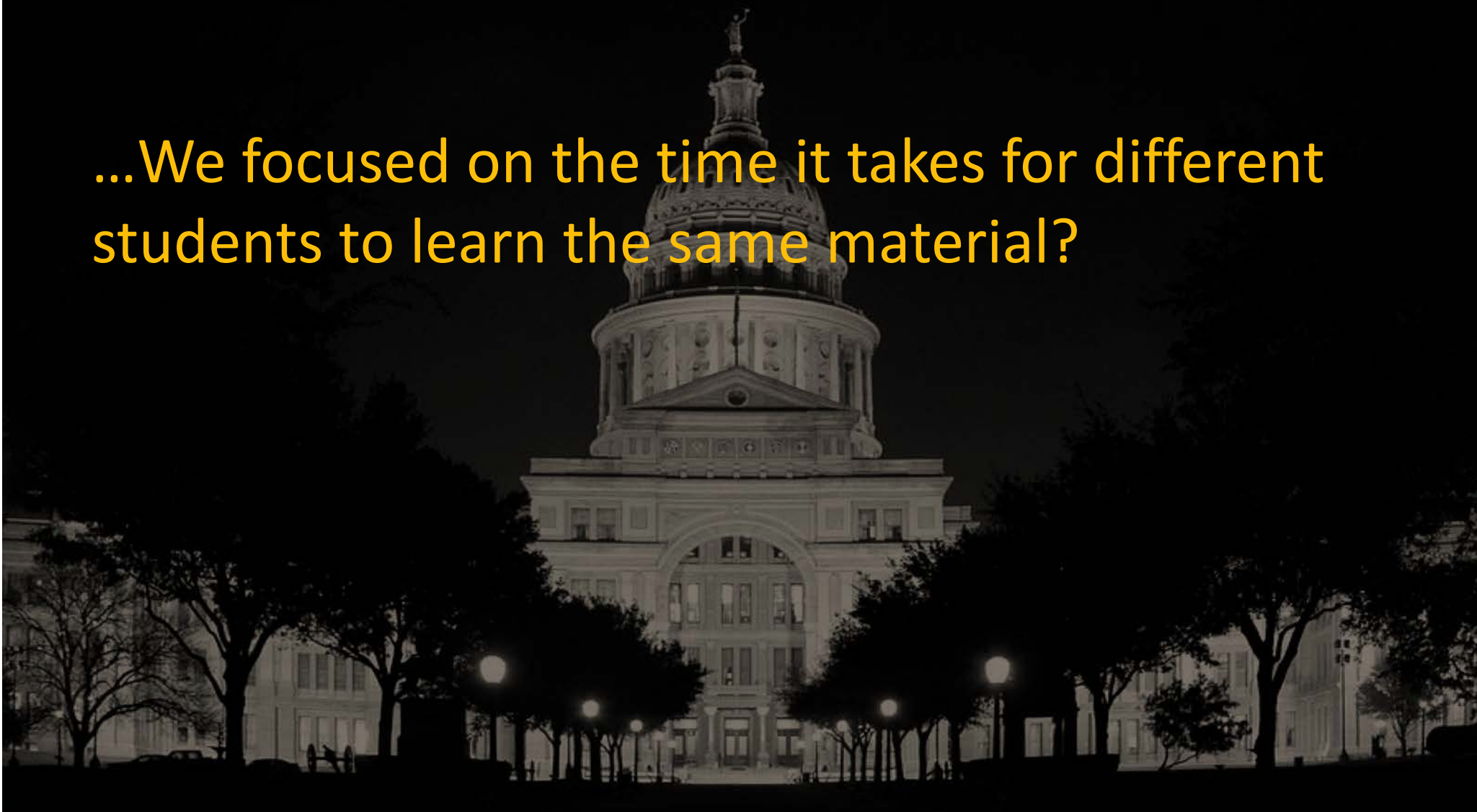


WHAT IF?



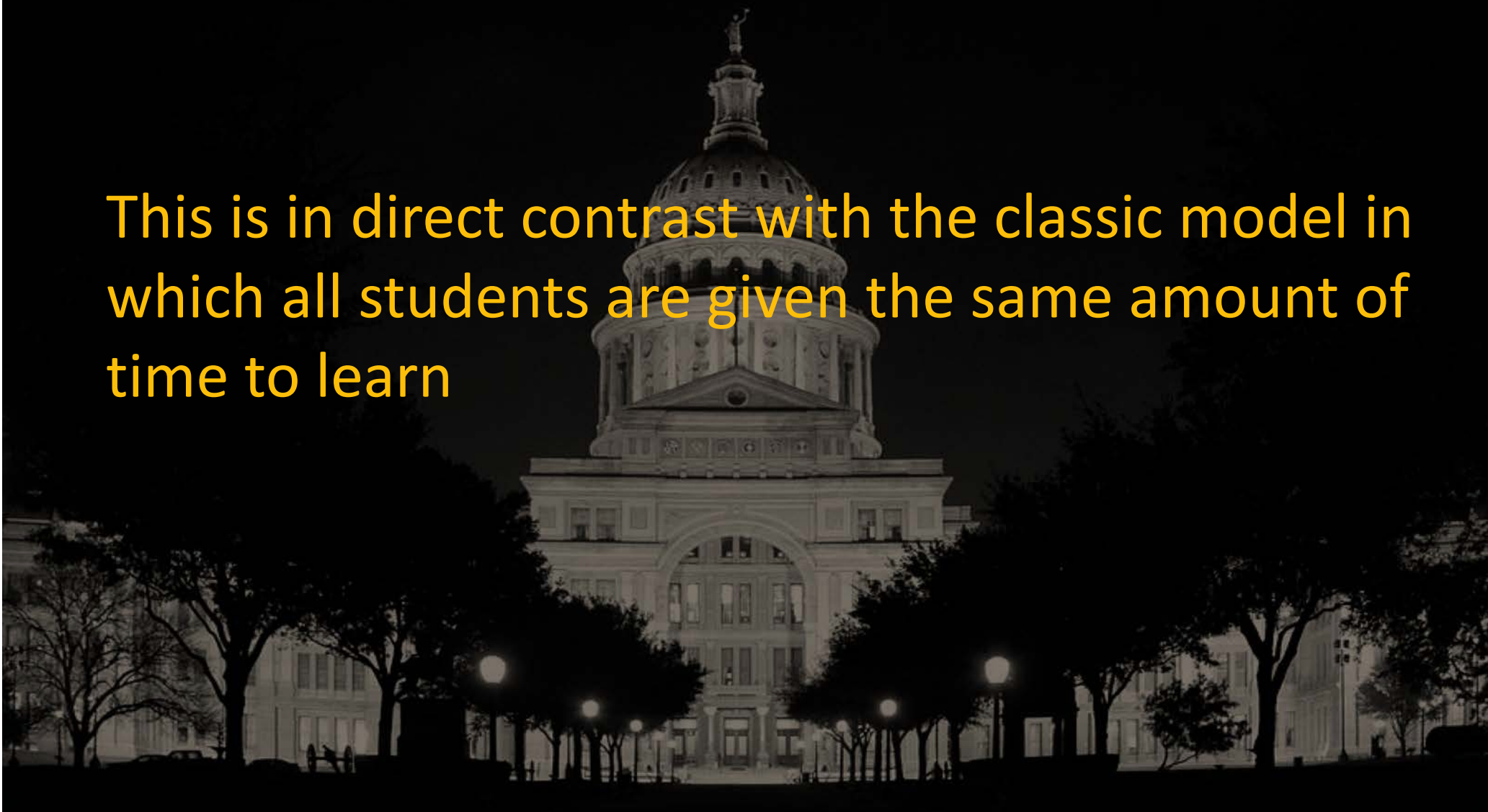
Mastery Learning

...We focused on the time it takes for different students to learn the same material?



Mastery Learning

This is in direct contrast with the classic model in which all students are given the same amount of time to learn

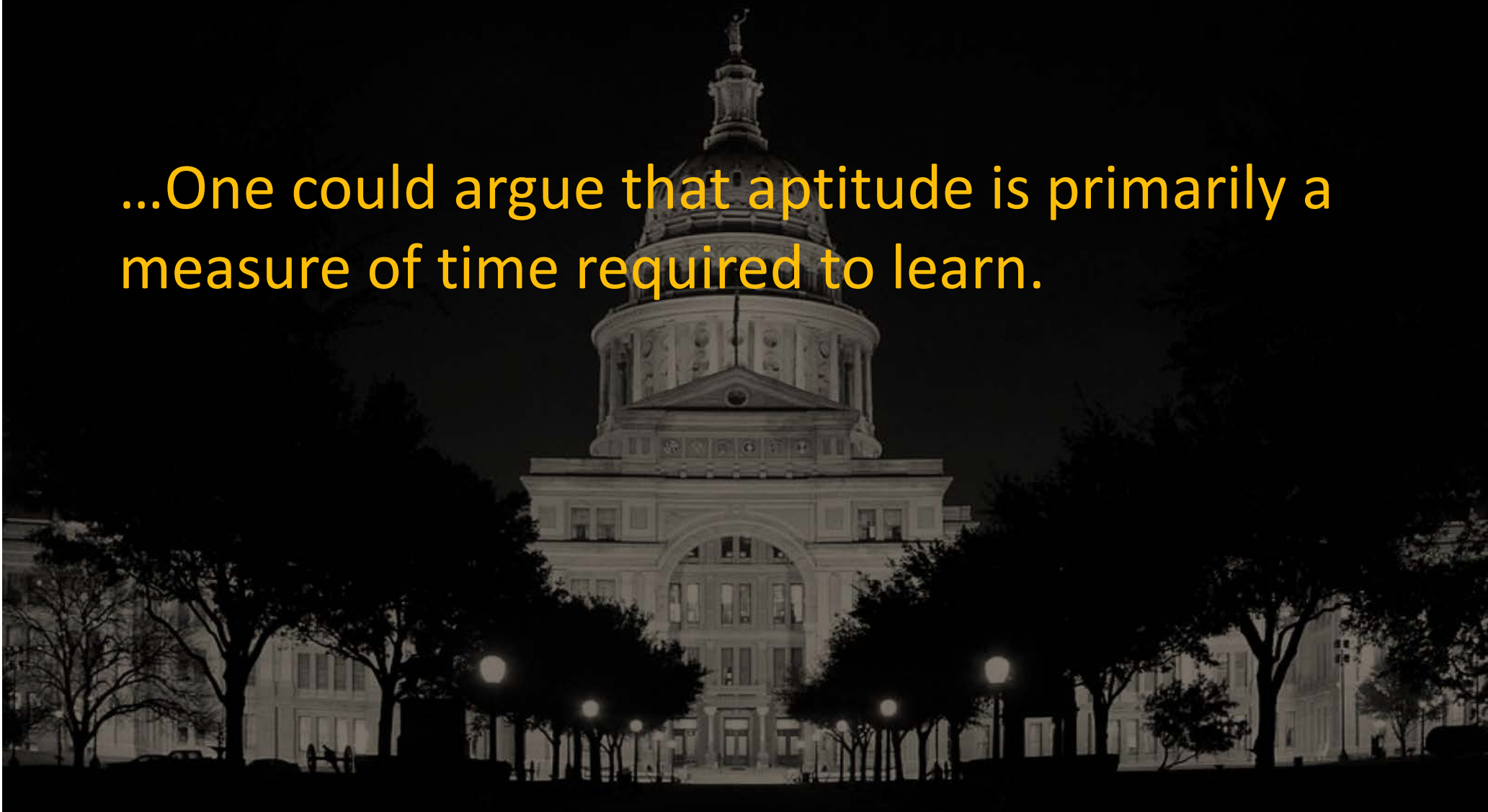


WHAT IF?



Mastery Learning

...One could argue that aptitude is primarily a measure of time required to learn.

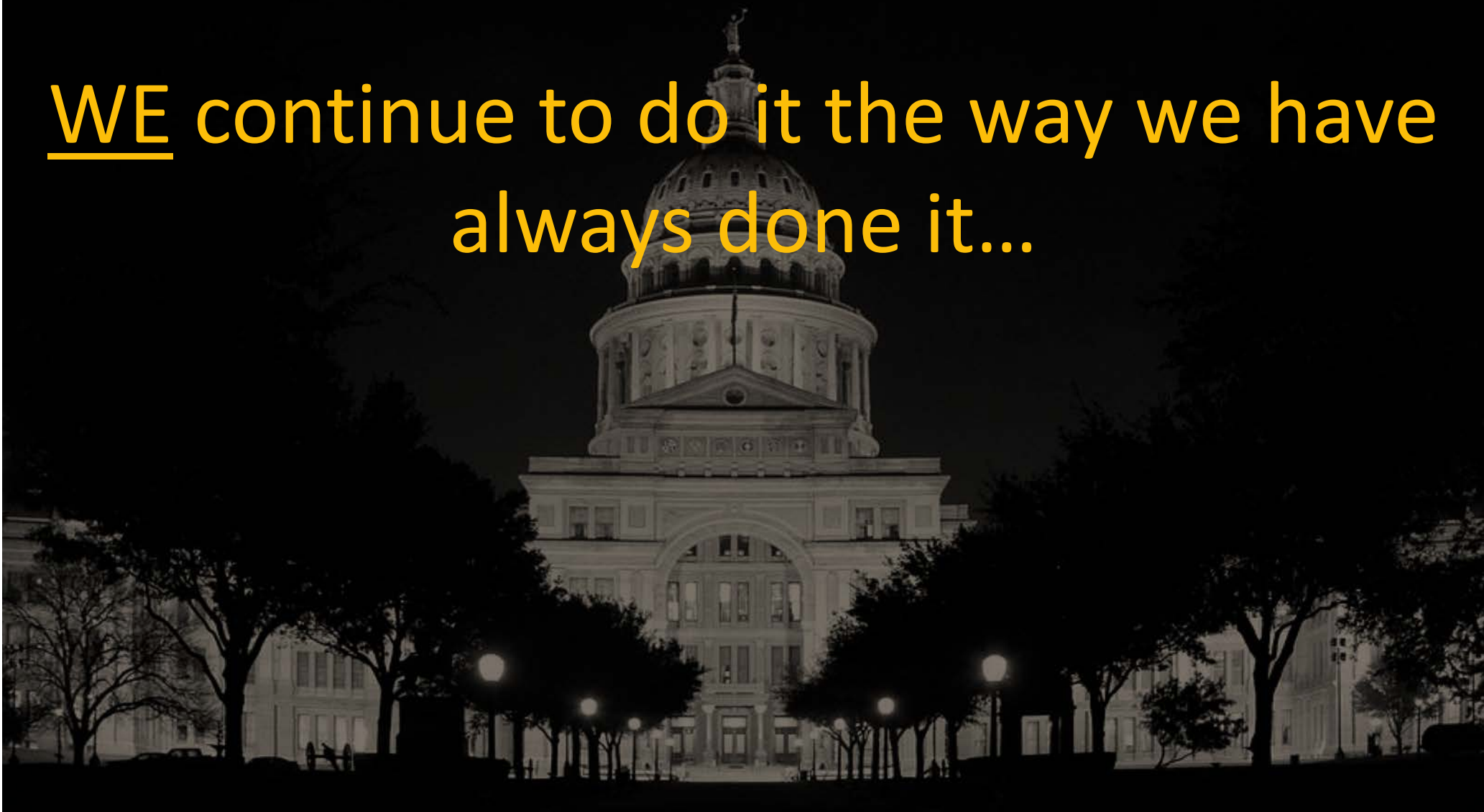


Radical Shift



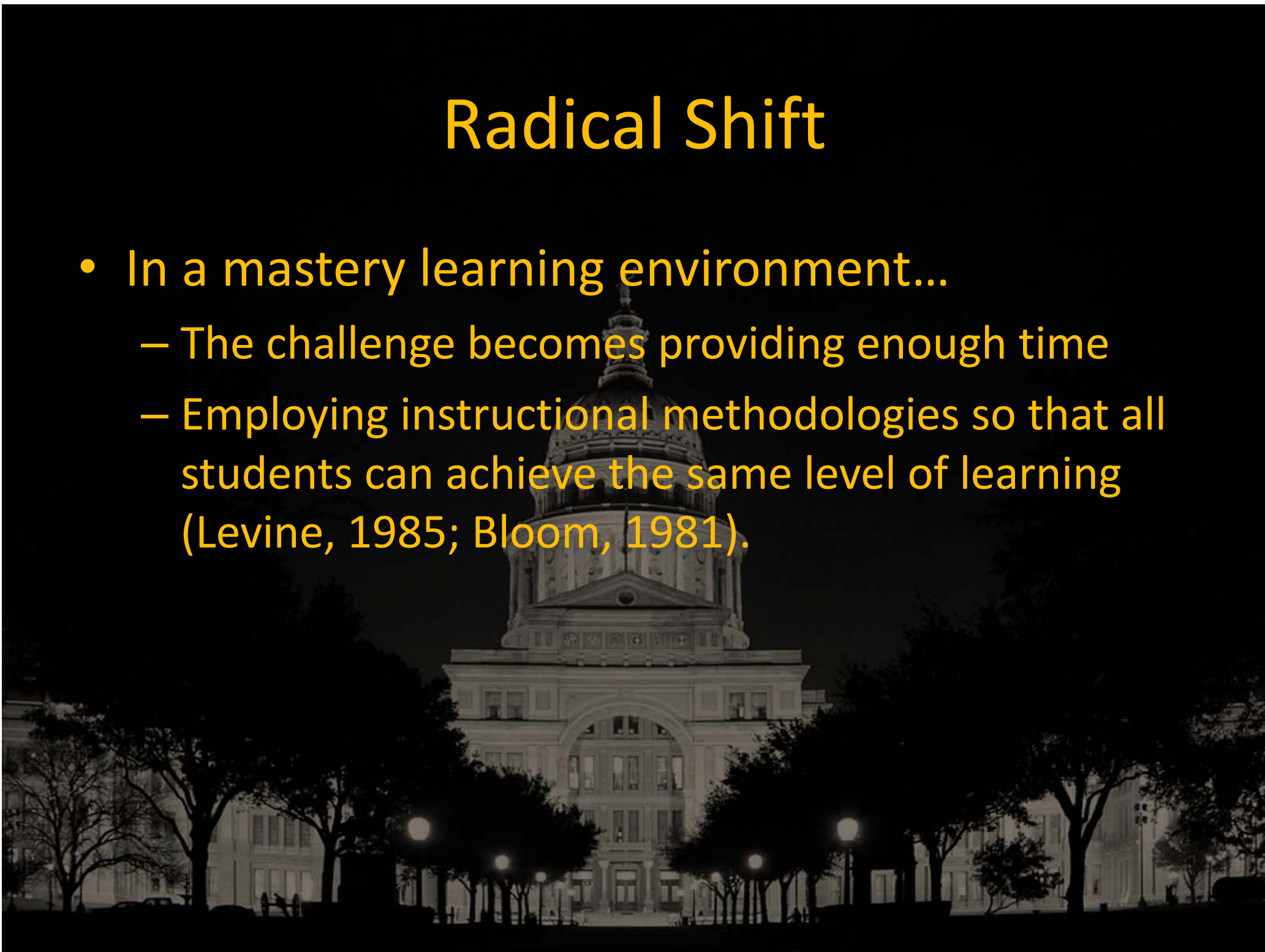
- The idea of mastery learning amounts to a radical shift in responsibility for instructors
- The blame for a student's failure rests with the instructional methodologies...
 - Not a lack of ability on the part of the student
- Instructors, WE have to own part of this because...

WE continue to do it the way we have
always done it...



Radical Shift

- In a mastery learning environment...
 - The challenge becomes providing enough time
 - Employing instructional methodologies so that all students can achieve the same level of learning (Levine, 1985; Bloom, 1981).



Key Elements



- The key elements in mastery learning are:
 - Clearly specifying what is to be learned and how it will be evaluated,
 - Allowing students to learn at their own pace
 - Assessing student progress and providing appropriate feedback or remediation
 - Testing that final learning criterion has been achieved.

Planning



Objectives

Before the lesson is prepared...

- The instructor should have a clear idea of the objectives
- What, specifically, should the student be able to do, understand, care about, as a result of the teaching.

Outcome

Performance Standards

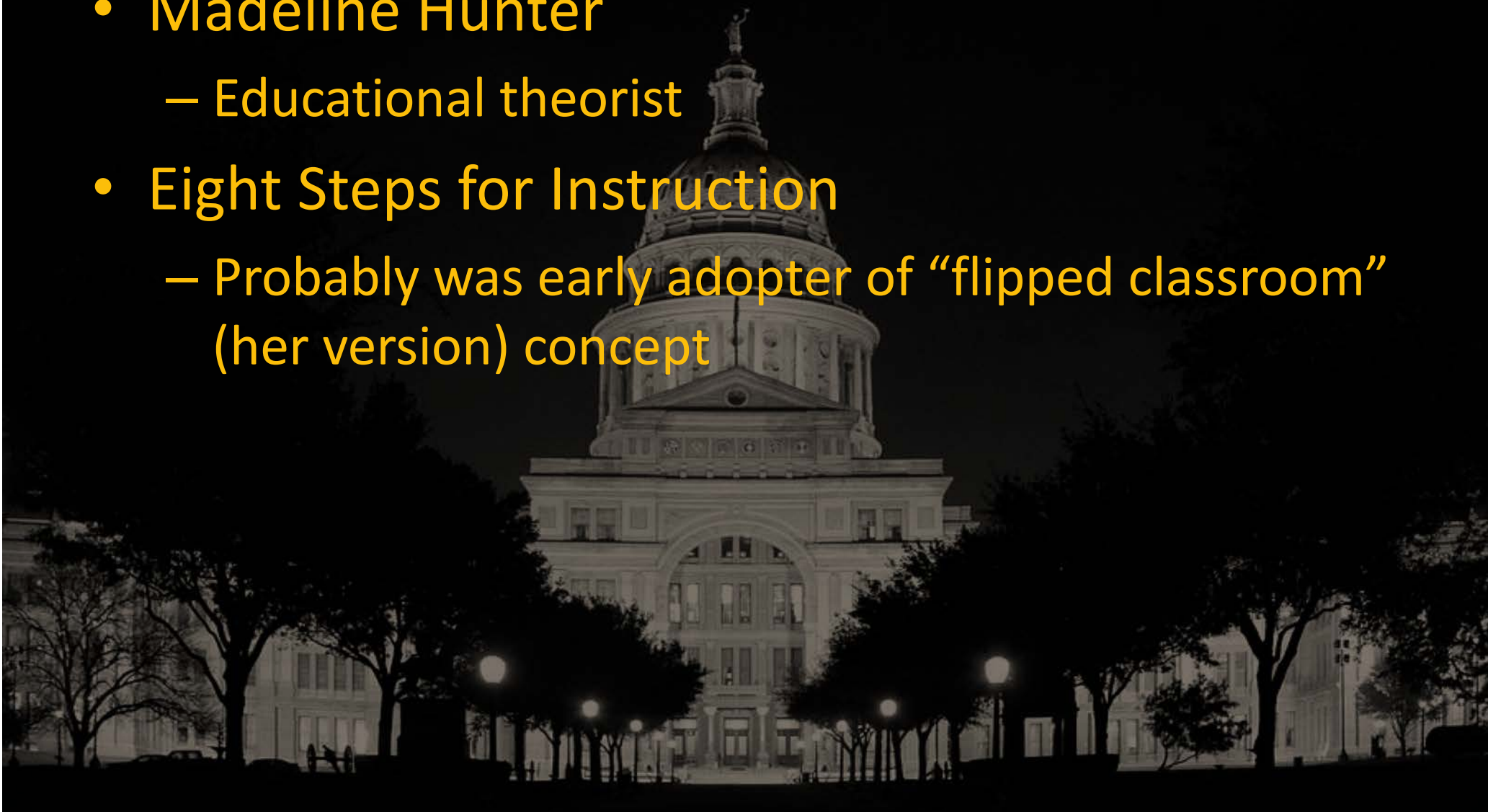


Performance Standards

- Instructor establishes standard of performances
- Student should be informed about the standards of performance
 - What knowledge or skills are to be demonstrated and in what manner
- Instructor holds student accountable

Mastery Teaching Model

- Madeline Hunter
 - Educational theorist
- Eight Steps for Instruction
 - Probably was early adopter of “flipped classroom” (her version) concept

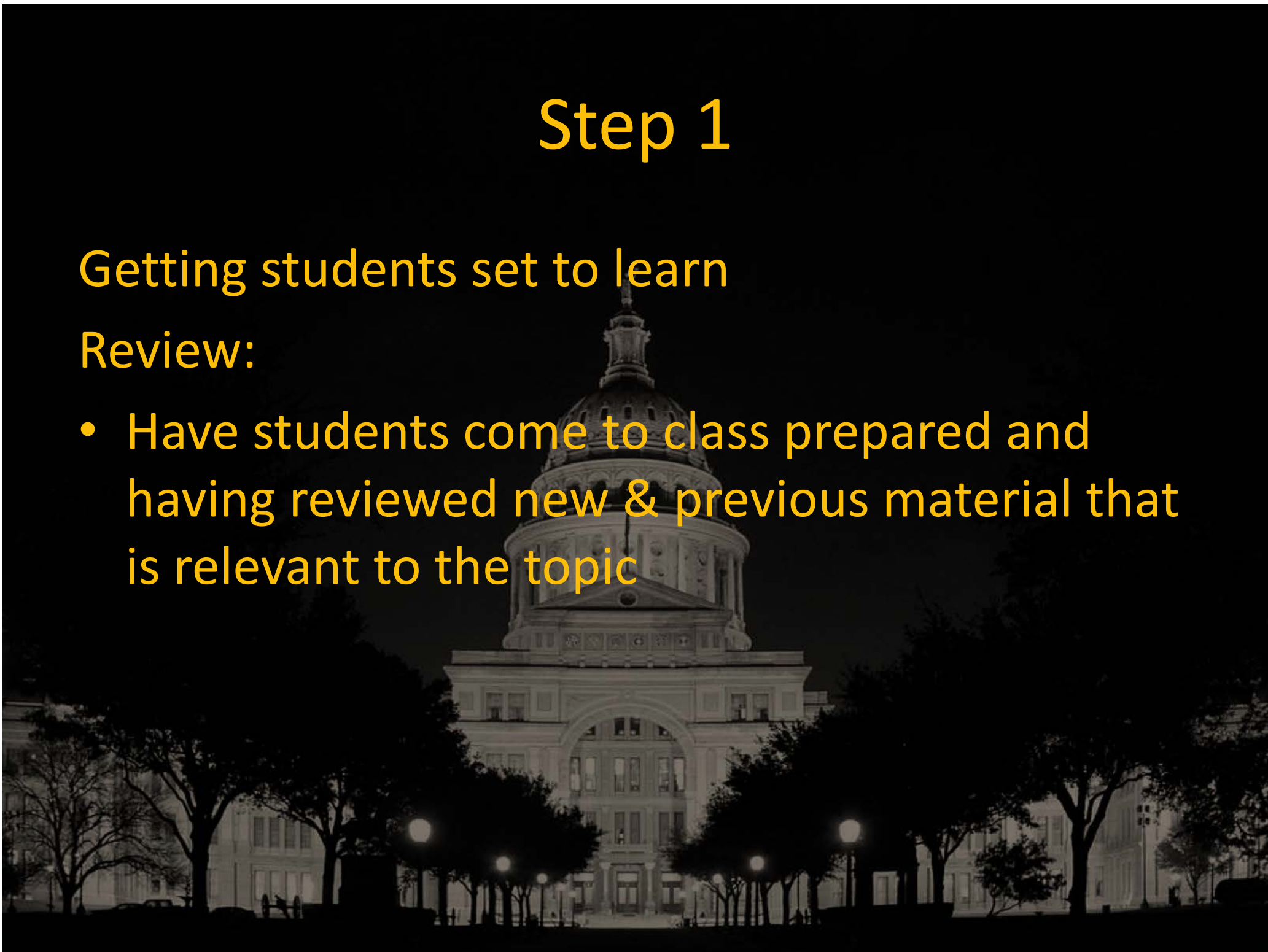


Step 1

Getting students set to learn

Review:

- Have students come to class prepared and having reviewed new & previous material that is relevant to the topic



Steps 2 and 3



Step 2 - Anticipatory Set:

- Students focus attention on current material
- Get them interested or prepared for what they are about to learn

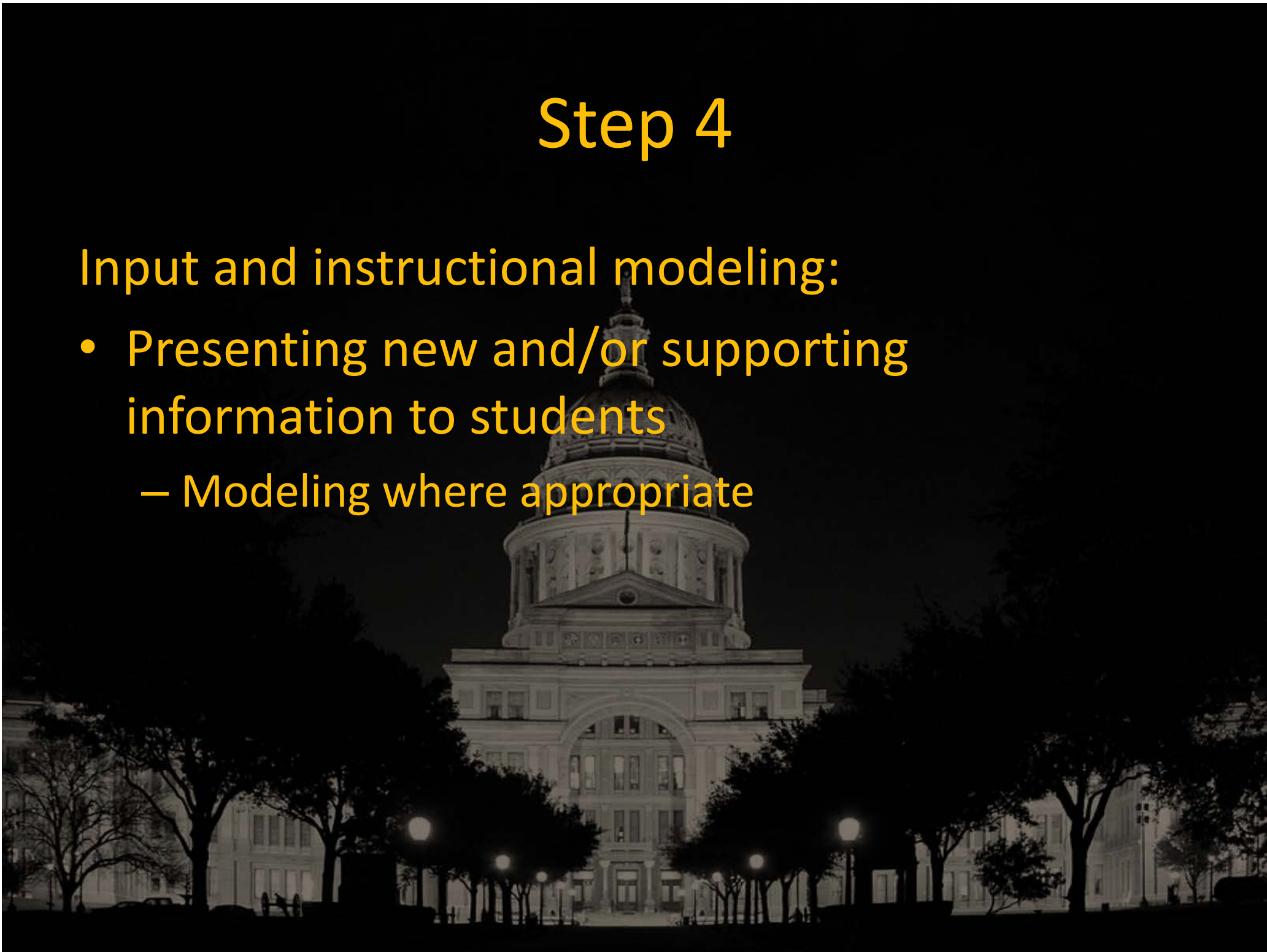
Step 3 - Objective

- State the objective for the lesson

Step 4

Input and instructional modeling:

- Presenting new and/or supporting information to students
 - Modeling where appropriate



Steps 5 and 6



Step 5 - Checking Understanding

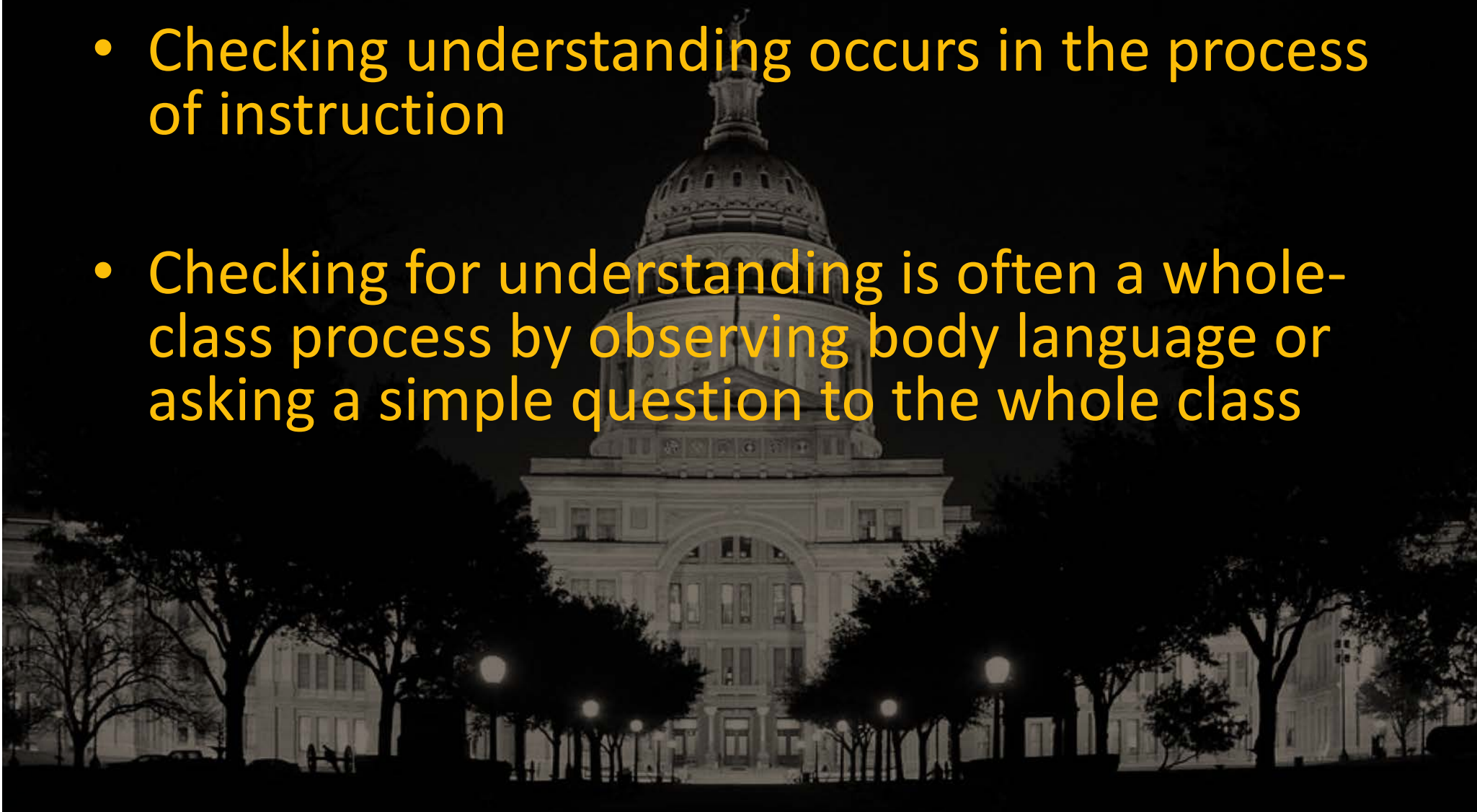
- Are students making sense of the material as the material is being presented

Step 6 - Guided Practice

- Give students the opportunity to apply or practice what they have just learned and receive immediate feedback

Differences Between Steps 5 and 6

- Checking understanding occurs in the process of instruction
- Checking for understanding is often a whole-class process by observing body language or asking a simple question to the whole class

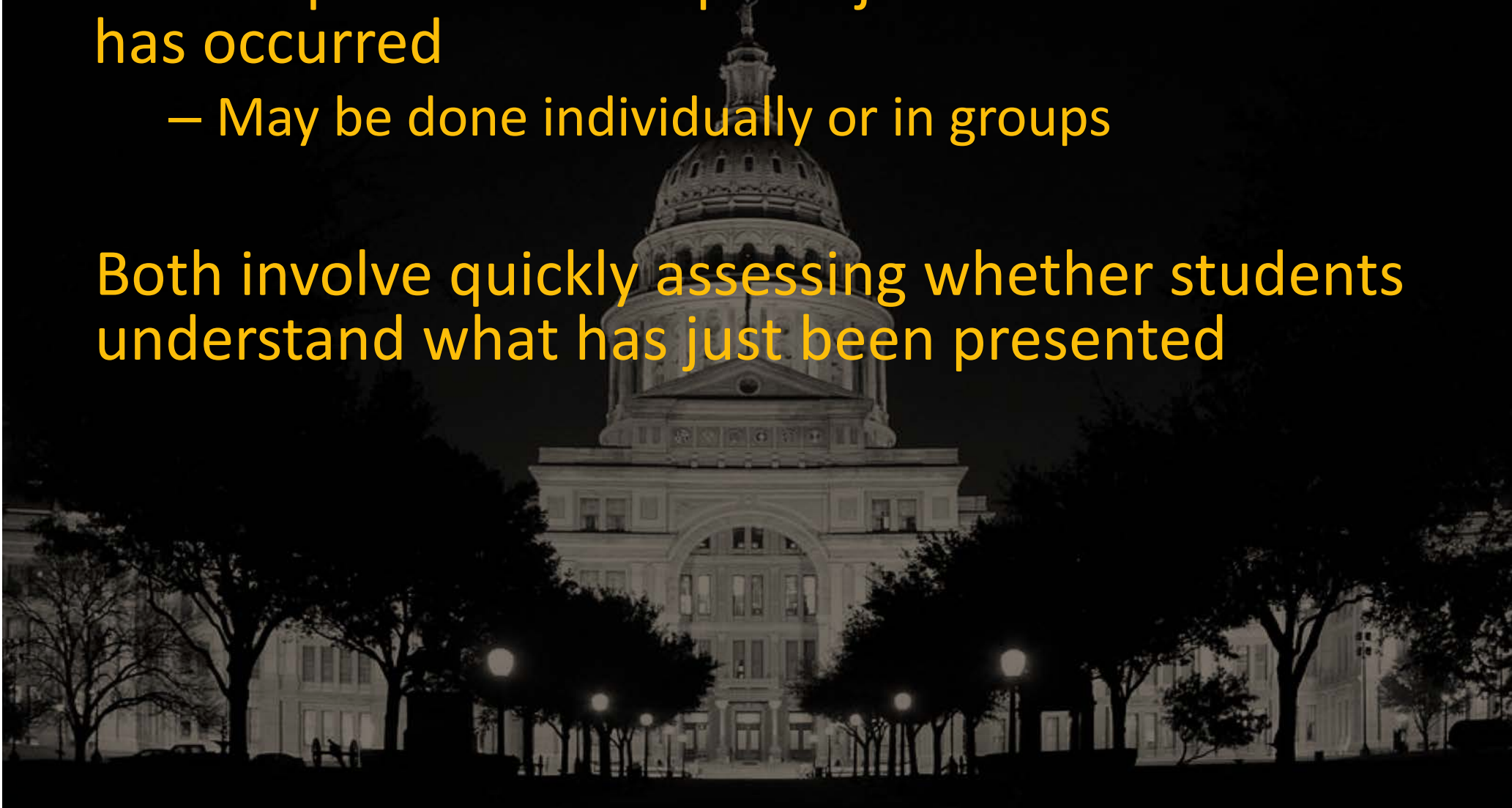


Differences Between Steps 5 and 6

Guided practice takes place just after instruction has occurred

- May be done individually or in groups

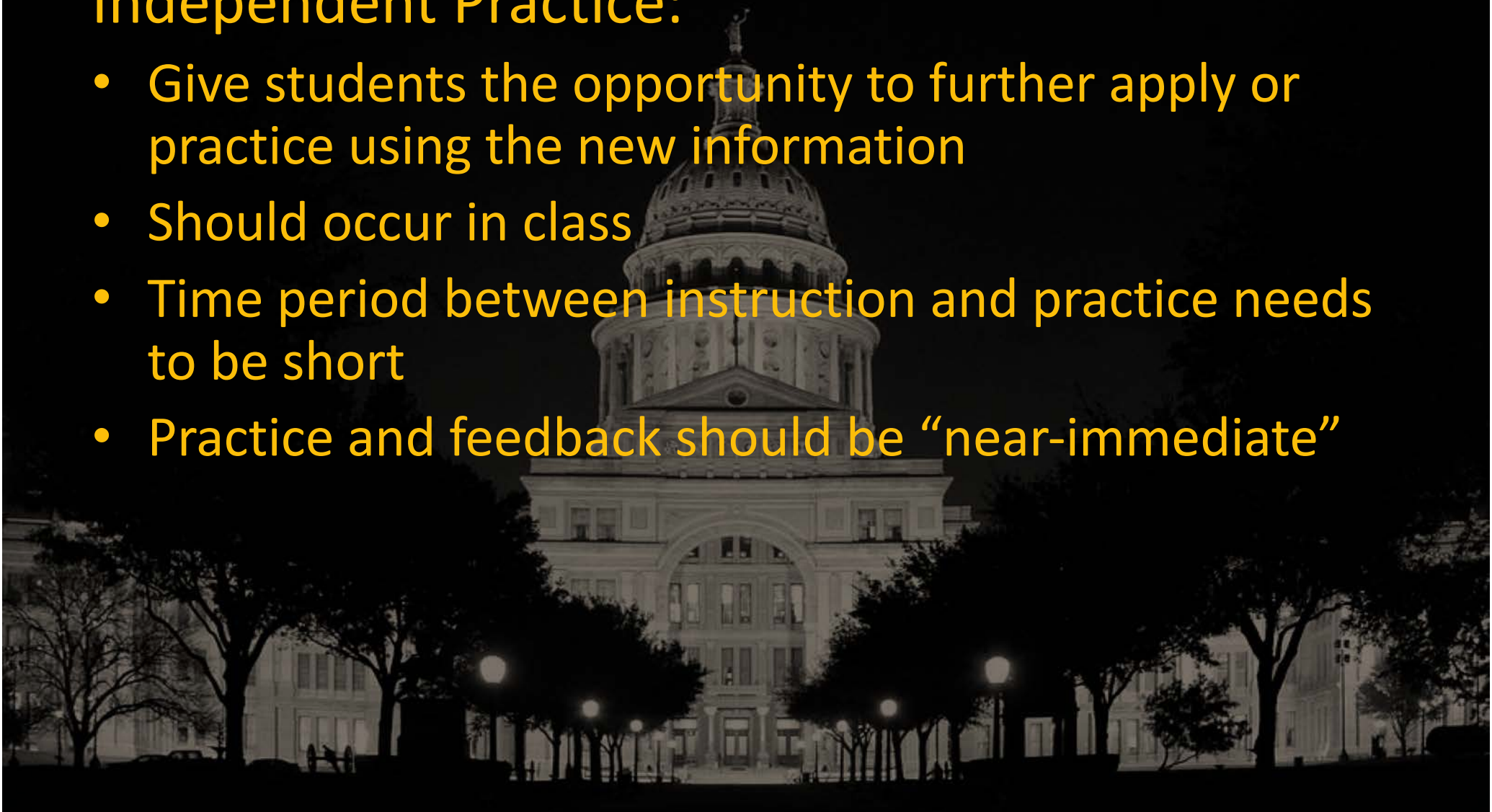
Both involve quickly assessing whether students understand what has just been presented



Step 7

Independent Practice:

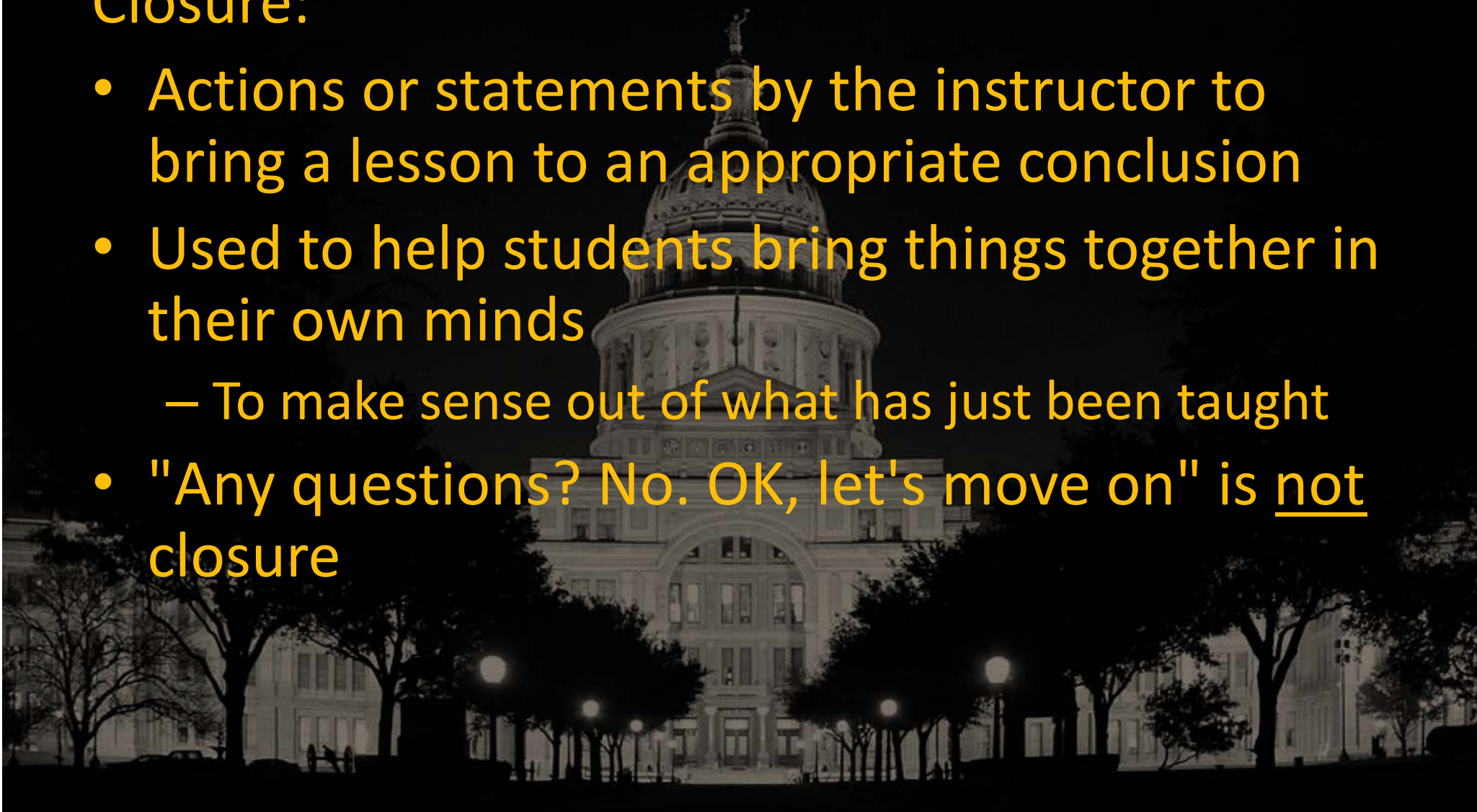
- Give students the opportunity to further apply or practice using the new information
- Should occur in class
- Time period between instruction and practice needs to be short
- Practice and feedback should be “near-immediate”



Step 8

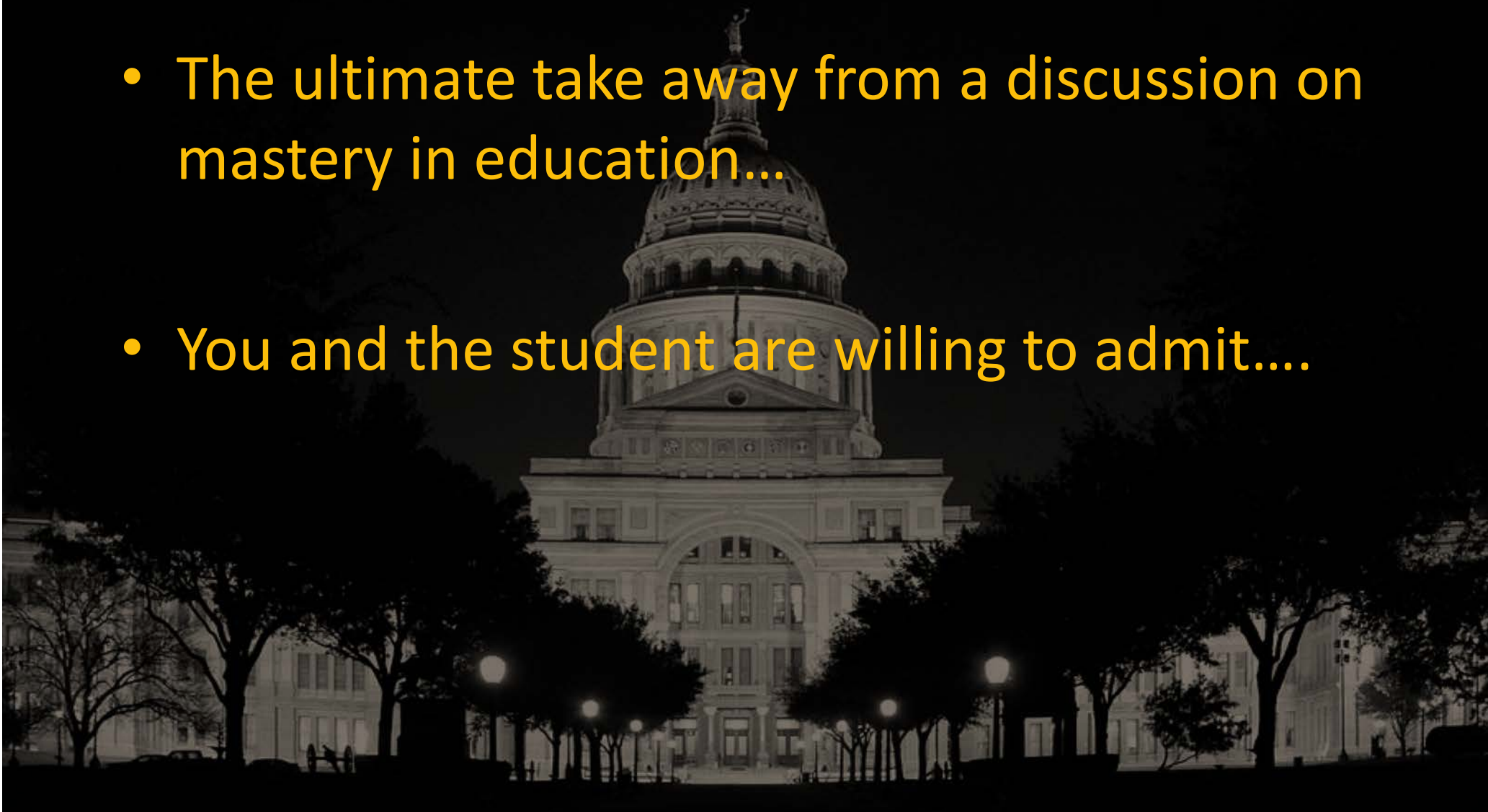
Closure:

- Actions or statements by the instructor to bring a lesson to an appropriate conclusion
- Used to help students bring things together in their own minds
 - To make sense out of what has just been taught
- "Any questions? No. OK, let's move on" is not closure



Mastery

- The ultimate take away from a discussion on mastery in education...
- You and the student are willing to admit....





You don't know what you don't
know...

AND...

You are willing to be accountable to
each other...



A black and white photograph of the Texas State Capitol building at night. The building is illuminated, showing its iconic dome and classical architecture. The scene is framed by dark trees in the foreground and a dark sky. The text "Questions/Comments?" is overlaid in yellow, and the email address "jeff.hayes@austintexas.gov" is overlaid in white.

Questions/Comments?

jeff.hayes@austintexas.gov