

From Principles to Practice

Making Meaning of the Ten Principles
in a Mastery Based Classroom

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Your Presenters

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Presentation Goals

- Understand the theory of action driving the Ten Principles of Mastery-Based Learning
- Identify how specific, concrete practices support the principles and beliefs that drive each principle
- Collect examples of concrete practices to bring back to your classroom/school and either use or adapt them as appropriate to increase the efficacy of MBL in your room/school

What is Theory of Action?

- “ToA...directs our behavior in any situation”
(qtd. Moss and Brookhart, 2012 from Argyris & Schon, 1974)
- Begin with beliefs (Ten Principles) that drive the change to an effective Mastery-Based classroom
- Is based on specific and concrete strategies and outcomes stated as “If...then” statements
- Is results-oriented
- Inputs: who are the “players” and what do they need or need to create
- See [Here](#) for a more in depth understanding

Why is ToA Essential to be successful?

- Teachers understand the practice more deeply and will more likely use it with fidelity
- Teachers can explain to students why they need to do “x, y, and z,” allowing students to more deeply understand how the practice/work fits into learning
- School leaders understand that the practice may look differently in every classroom

Small Group Protocol Overview

- Step 1: Analyze the assigned principle and reason out the underlying belief that is driving the principle
- Step 2: Analyze sample artifacts that teachers use that support this principle, and identify measurement
- Step 3: Participate in a Gallery Walk of all the principles to gain more information about all of them
- Step 4: Debrief about the process

Step One

Analyze the assigned principle and reason out the underlying belief that is driving the principle

Step Two

Analyze sample artifacts that teachers use that support this principle, and identify measurement

Step Three

Gallery Walk

1. As a group, move to the principle that follows yours. For example, if you analyzed principle 3, begin with principle 4. Principle 10 will begin with 1.
 2. As you move, write on the chart paper any suggestions to add to either the concrete practice or the type of measurement teachers can use to see if the practice is effective.
 3. Feel free to take pictures of the analyzed principle and sample practices.
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Step Four

Debrief

What was
effective about
this process?

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Thanks!

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