

Making Learning Personal: A Mastery-based Learning Community of Practice

SESSION 1, OCTOBER 27, 2015:

Mastery-Based Learning is the process by which students develop thorough knowledge and understanding of critical content skills required for graduation and to be college- and career-ready. This session will describe key features of mastery-based learning which include: student voice and choice on what and how they learn, mastery of competencies is flexible and varied, instruction individualized based on student need, and authentic learning opportunities beyond the classroom. **Target audience: district and building administrators, teacher teams.**

SESSION 2, OCTOBER 28, 2015:

This session will be focused on clarifying what competencies are and how to write them using illustrative examples and key criteria. Much of this session will be teachers identifying a given unit and drafting related competencies. **Target audience: teacher teams.**

SESSION 3, NOVEMBER 23, 2015:

This session will be a design session where teachers finish drafting competencies for a given unit and develop key assignments that encourage student voice and choice. Ideally, there will be representatives at the regional or state-level to offer feedback and guidance. **Target audience: teacher teams.**

SESSION 4, DECEMBER 11, 2015:

This final session showcases the units drafted by the teacher teams as well as provides teachers the opportunity to describe anticipated barriers that need to be thought through at the classroom, building and district levels. Building and district teams will then develop a vision and action plan. **Target audience: district and building administrators, teacher teams.**

Register for
Community of Practice
www.casci.ac/1299

Presented by
Allison Zmuda



Allison Zmuda, who began as a teacher in Newtown High School, has consulted with many school districts in Connecticut and other states. While a teacher, she wrote her first book, The Competent Classroom (2001). Allison made the transition from classroom to consultant in 2002, specializing with a handful of long-term clients (PK-12) on multi-year projects to support learning as defined by school and community goals. She has gone on to write six more books, including Breaking Free from Myths of Teaching and Learning (2010) and her most recent book Learning Personalized: The evolution of a contemporary classroom (2015). This past year, Allison conducted a highly successful series for schools served by LEARN in Southeast Connecticut.