



Mastery Teaching Workshop with John D. Mays

Lesson 16: Mastery in a Vacuum vs. In a Community

Outline:

Teaching for mastery and retention is possible even if you are the only one doing it. (1:40)

- Tremendous rewards
- You have the tools.
- Keep everyone informed.
 - Administrative staff
 - Parents
 - Students

Teaching for mastery is less feasible in a school with low academic standards. (6:04)

Take the initiative, become a crusader for mastery-based learning. (7:58)

- Talk about the benefits of mastery-based instruction.
- Everyone feels better about mastery-based learning.
- There are serious long term benefits of retention.

Best: Your whole department – or entire school – adopts the mastery philosophy. (10:32)

- Begin with your department.
- Start the conversation with administrators.
- Lobby for key administration and colleagues to attend the Mastery Workshop (or bring it to your school in service).
- Organize a study group to read *Teaching Science so that Students Learn Science* or *From Wonder to Mastery* (not published yet).

A big challenge: personnel turnover – administrative and teaching. (13:47)

- This is addressed through department buy-in.
- Enculturation of new faculty
 - Talk about the results of teaching from mastery, and share joy in this.
 - Each teacher needs to go through the workshop before the school year starts.

Our Interest in Research (18:08)



Small Group Session 4 (20:20)

- Discuss your school context and share your thoughts on who you can talk to about making mastery a broad goal of your school's academic program.
 - Who are your natural allies (within your department and in other departments)?
 - Which administrators should you try to get on board?
 - Who might be road blocks, and are there ways around those people?