

# MODIFIED MASTERY LEARNING FOLDER STRATEGY

## CONTEXT

- Early childhood education or special needs
- A rich, pedagogically sound classroom learning environment

## LEARNING CONTENT

### General:

- Foundational learning concepts
- Bloom's foundational thinking skills: Remembering & Understanding

### Specific:

- Remediation based upon assessment of contextual learning
- Progress-based: evidence informs starting point
- Individualized and explicit content
- Content, skills and practice tasks

## LEARNING PROCESS

### One-on-one delivery:

- Self-assessment with parent/assistant or peer
- Immediate formative feedback
- Short, daily *deliberate* practice sessions (monitoring & feedback)
- Supportive learning climate

### Differentiated learning load:

- Adaptable degree of challenge
- Negotiated learning expectations
- Opportunity for increasing self-efficacy through the understanding and acceptance of the corrections that lead to learning success

### Learning intentions and visible success criteria

- Learning goals negotiated, visible and physical (flashcard format)
- Learning progress within the folder visible and on-going
- Self-monitoring of achievement: Progress Recording Chart

### Differentiated learning time

- Self-correcting, cyclical process