

Mission	Vision	Outcomes
The MBLC fellows are a group of educators from across the Mastery-Based Learning Collaborative who work to achieve educational equity in schools through leading and facilitating learning in their own schools and districts, and through the facilitation of sharing and learning among MBLC schools.	<ul style="list-style-type: none"> - Through this program, we will train and support a cohort of Washington educators who can coach schools in the implementation of culturally responsive-sustaining mastery-based systems of teaching and learning. 	<p>MBLC fellows will:</p> <ul style="list-style-type: none"> - Deepen understanding of the strategies that lead to successful implementation of culturally responsive-sustaining mastery-based systems of teaching and learning - Develop coaching skills - Increase awareness of principles of adult learning - Help to gather and curate resources and artifacts from across the MBLC

What is the MBLC Impact Fellows Program?

The MBLC Impact Fellows program is designed to provide support and professional learning to MBLC educators who would like to lead a component of CRS MBL work at their school, and would like to develop their skills in providing professional learning and leading change efforts.

The vision of the MBLC - that schools will transition to culturally responsive-sustaining mastery-based systems, is tremendously ambitious. It demands a wide variety of school change efforts; collecting students and community voice, analyzing current grading systems and various school policies, reimagining school schedules; re-designing multi-tiered systems of support, establishing community connections, helping teachers develop new mindsets, establishing new classroom practices, and re-imagining school culture - all simultaneously. This means that this effort can't be led effectively by just one person. It needs many educators in each school to take on projects or initiatives that are a part of the CRS MBL vision. **With the Impact Fellows program, we hope to provide additional support for educators who are taking on significant projects on top of their regular workload, while also helping those educators hone their facilitation skills so that in future years, they may be able to share their experience and learnings with other schools that are trying to transition to culturally responsive-sustaining mastery-based systems.**

What are the Benefits?

MBLC Impact Fellows will receive:

- A \$2000 stipend to compensate them for work they have to do outside of their regular work hours to enable them to carry out their duties as Fellows.
- Support and training from the Fellowship facilitators, Kate Gardoqui and Melanie Shivraj, as well as from other Great Schools Partnership coaches as needed
- A professional network including all of the other MBLC Impact Fellows from across the state of Washington
- A certificate of completion
- Clock hours for all MBLC Impact Fellows meetings
- After successful completion of the Impact Fellows program in June 2025, Impact Fellows will be added to a list of recommended professional learning providers in the area of CRS MBL. This list will be used by the State Board of Education to recommend professional learning providers to schools or districts that want to learn more about culturally responsive sustaining mastery-based learning. *(Fellows would not be obligated to provide professional learning to others after June 2025 but would have the opportunity to do so if asked).*

What are the Expectations?

Professional Learning:

- **Attend five MBLC Fellows Zoom meetings** and the MBLC Spring Gathering on May 6, 2025. Meetings will be held from 3:30 - 5:00 PM on October 28, November 21, January 30, March 11, and April 29.
- Complete readings and other preparation in advance of meetings
- Assist with facilitation at some MBLC Meetings and/or the Spring Gathering

Impact Project:

- Using your school's response to the CRS MBL self assessment and other school data, identify an area of need in your school in terms of educational equity. With input from other MBLC team members, design a project or initiative that can address this need using CRS MBL approaches and strategies. **Your project may be tightly connected with the work that your school has already identified in your MBLC workplan. Possible examples of projects could be:**
 - Creating and implementing a process for review of texts that are taught as full-class reads at your school, with the goal of increasing the representation and diversity in the texts that students encounter and elevating the voices and stories of historically and systemically marginalized and underserved student groups



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- Designing a process to create or revise the shared outcomes at your school using robust student and community engagement, with a focus on communities typically not engaged in school change efforts (including providing professional learning to colleagues)
- Crafting a system that your school will use to create and organize shared Learning Outcomes/Competencies, Indicators, and Success Criteria, possibly in alignment with Shared Outcomes (including providing professional learning to colleagues about this effort)
- Designing and leading a Youth Advisor program that enables diverse students to take meaningful leadership in school redesign efforts (including providing professional learning to colleagues about this effort)
- Designing a system to help the school's educators connect in meaningful ways with the community and create lessons and units that draw upon funds of knowledge* in the community (including providing professional learning to colleagues about this effort)
-or engaging in another type of effort to bring about a meaningful shift in your school's culture or academic systems through CRS MBL approaches, (including providing professional learning to colleagues about this project)
- Gather student input about your proposed project and revise as needed
- With support from your MBLC team, implement the project during the 2024-2025 school year. Evidence of completion may include:
 - Agenda or other materials used in your presentations to colleagues
 - Tools, resources, policies or other items created during the course of your project
 - Feedback from stakeholders
 - Reflection on the project
- Gather artifacts of successful approaches and reflections on lessons learned to share with other schools in the MBLC

How do I Apply?

In order to apply to this program, educators will identify an area of need in their school in terms of educational equity. With input from other MBLC team members, they will **propose a project or initiative that can address this need using CRS MBL approaches and strategies**. This project may be part of the work the school has already identified in the MBLC workplan. This project will be described in the Impact Fellows Application:

Impact Fellows Application Documents:

- [Application/Project Proposal](#)
- [Statement of Assurances](#)

Once accepted into the fellowship, Impact Fellows will:



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- Gather student input about the proposed project and revise as needed
- With support from the MBLC team and the Fellows program, implement the project during the 2024-2025 school year. Evidence of completion may include:
 - Agenda or other materials used in your presentations to colleagues
 - Tools, resources, policies or other items created during the course of your project
 - Feedback from stakeholders
 - Reflection on the project
- Gather artifacts of successful approaches and reflections on lessons learned to share with other schools in the MBLC

Overview of the Year

MBLC Impact Fellows will meet five times over the year on Zoom to engage in shared learning about change processes and adult learning, to give each other feedback and suggestions as the projects are designed, and to share dilemmas, questions and successes. Here is an overview of our meeting schedule:

Month by Month Guide to Professional Learning & Project Components		
Meeting	Project Component/Meeting Focus	Content + Materials
September 30, 3034	Project Proposal Deadline	Application/Project Proposal Statement of Assurances
Meeting #1 October 28, 2024	Culturally Responsive-Sustaining MBL - Essential leverage points	How do we ensure that what guides us as leaders are the voices of students? CRS MBL Leverage points Sharing project ideas
November, 2024	Engage with students to gather student input on project	
Meeting #2 November 21, 2024	Culturally Responsive-Sustaining MBL - Essential leverage points	Best practices for leading other educators [case studies] Sharing projects and giving/getting feedback
December '24 - January '25	Begin work on project with MBLC team	



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Meeting #3 January 30, 2025	Principles of Adult Learning	CRS/MBL Leverage points/Best practices for leading other educators (case studies? Dilemma/consultancy protocols
Spring, 2025	Continue work on project; gather feedback	
Meeting #4 March 11, 2025	Dilemmas & Discussion - providing professional learning in your schools	CRS/MBL Leverage points/Best practices for leading other educators (case studies? Dilemma/consultancy protocols
April 2025	Individual support on projects/ Spring Gathering workshops	
Meeting #5 April 29, 2025	Dilemmas & Discussion - providing professional learning in your schools	MBLC Resource Review Dilemma/consultancy protocols
Spring 2025	Gather artifacts, samples, resources or exemplars to share with MBLC community	
May 6, 2025	Attend MBLC Spring Gathering and share your learning/project with other MBLC schools	

**The term “funds of knowledge” refers to the abilities, bodies of knowledge, assets, and cultural ways of interacting that exist within families and communities, and which are a vital component of learning when educators recognize their value. Read more about funds of knowledge [here](#) (OSPI Funds of Knowledge Toolkit)*



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