



October 13, 2022
3:45 - 4:45 pm

Join Zoom Meeting

<https://greatschoolspartnership.zoom.us/j/82681720567?pwd=QW5mejc5NSStqUEJzZElsQjZNVlYdz09>

Meeting ID: 826 8172 0567

Passcode: 897803

In our fifth webinar, participants will learn about how to build on learning outcomes to design some important elements of mastery-based classrooms and schools, including common scoring criteria and cycles of lessons, practice and feedback.

Outcomes:

- Build a shared understanding of how teachers can collaborate to craft shared descriptions of mastery (common scoring criteria)
- Build a shared understanding of how our descriptions of mastery can drive cycles of lessons, practice, and feedback.
- Build a shared understanding of how our descriptions of mastery can shape self-assessment.

Materials:

- [Slides](#)

Agenda

3:45 p.m.	Welcome & Introductions Zoom: rename yourself with your full name, school name Land Acknowledgement Review Agenda + Outcomes
3:50 p.m.	An example from the field: Classroom Video <ul style="list-style-type: none">- Student-driven learning in the classroom of Kareem Farah
4:05 p.m.	How Learning Outcomes Drive The Elements of Mastery-Based Learning
4:25 p.m.	Crafting Common Scoring Criteria & Other Things to Try Tomorrow <ul style="list-style-type: none">- Protocol for Crafting Common Scoring Criteria- From the NYC Competency Collaborative - Designing Effective Outcomes- From the NYC Competency Collaborative - Competency-based Moves to Try Now- Project-Based Unit Designed Around Shared High School ELA Outcomes (Courtesy of Kate Gardoqui & Noble High School, ME)

	<ul style="list-style-type: none"> - Reflection: please complete this padlet and include your name if viewing asynchronously. Link :https://bit.ly/mblcpadlet - Feedback form: https://forms.gle/xGeEweXvDdLb9XEB9
4:30 - 4:45 p.m.	Optional Community Conversation What are you thinking about now? How might this apply to your school/district?

Example Sets of Outcomes & Resources from Schools:

- [Sample Learning Outcomes and Science Unit from Hunters Point Community Middle School](#)
 - [Sample Elementary/Middle School/High School Outcomes](#)
 - [The Young Women's Leadership School of Astoria - Mastery Handbook](#)
- (These 3 resources courtesy of schools/districts in NYC's Competency Collaborative)*

Other Resources:

- Bransford, John D. , Brown, Ann L. and Cocking, Rodney R. editors. [How People Learn: Brain, Mind, Experience and School](#). National Academies Press; 1st edition (September 15, 2000)
- Chenoweth, Karin. (2017). [Schools that Succeed: How Educators Marshal the Power of Systems for Improvement](#). Cambridge, MA: Harvard Education Press.
- Feldman, Joe. [Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms](#). 2019: Corwin Press, California.
- Guskey, Thomas R. & Brookhart, Susan M. (2019). [What We Know About Grading: What Works, What Doesn't, and What's Next](#). Alexandria, VA: ASCD.
- Hattie, J., & Clarke, S. (2018). [Visible Learning: Feedback](#) (1st ed.). Routledge.
- Moss, C. M., Brookhart, S. M., & Long, B.A. (2011, March). [Knowing Your Learning Target. What Students Need to Learn](#), 68 (6), 66-69.
- Pollio, M. & Hochbein, C. (2015, November). [The association between standards-based grading and standardized test scores as an element of a high school reform model](#). *Teachers College Record*, 117(11).
- [Competency Collaborative](#), a community of 80+ NYC Public K-12 schools working on youth-centered, culturally responsive-sustaining education and competency-based education

Great Schools Partnership Resources:

- [Proficiency-Based Learning: A Roadmap for Educators](#)
- [Beliefs + Practices of Proficiency-Based Learning](#)
- [Educational Equity Toolkit](#)
- [Summative Assessment Toolkit](#)
- [Grading + Reporting for Educational Equity Toolkit](#)
- [Elements of Effective Instruction Toolkit](#)

Definition of Mastery-Based Learning

The state defined mastery-based learning (MBL) in [E2SHB 1599](#) Sec. 301:

- Students advance upon demonstrated mastery of content;
- Competencies include explicit, measurable, transferable learning objectives that empower students;

- Assessments are meaningful and a positive learning experience for students;
- Students receive rapid, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

At its core, MBL is personalized learning. Under MBL, students advance upon mastery of content as measured by meaningful, authentic assessments tied to state learning standards. Students take ownership of their learning and receive differentiated support based on their interests and needs. This model of instruction, which honors students' assets and cultural backgrounds, has been shown to help close opportunity and achievement gaps.