

Welcome Schools in Year 1

*A review of year one....
A look to the future...*

Review of the day's activities - morning

- * What are your options?
- * Where do we hope we are going?
- * When do we think we will get there?
- * What motivates us to transform our schools? Why change? Why this change?
- * What is our dream/vision of what our schools will look like at the end of this journey?

Review of the day's activities - afternoon

- * Implementation survey - where are you now?
- * What needs to be done next, and then next?
- * How will we proceed on this journey of change?

At the beginning, we
asked...

Questions from the Summer Institute

What is a mastery-based
diploma?

What is the frame of the mastery-
based diploma - [the pyramid]

How will we decide what
mastery means?

How do we assess student
work?

What will this look like in
our classrooms?

How do we report student
progress?

What will our instructional
practices look like?

Options

- * Full launch - 2015
- * Full launch - 2016
- * Full launch - some time later. Please state when you think you will be ready. Still involved with LIS; but not Gates
- * Thank you; but this is not for us.

PRELIMINARY OUTLINE OF PERSONALIZING LEARNING INITIATIVE TIMELINE, DECISION POINTS, AND SUPPORT (DRAFT 3/20/2014)

MARCH 2014	MAY 2014	SUMMER 2014	FALL 2014	WINTER 2014 / SPRING 2015	SUMMER 2015	2015 - 2016 SCHOOL YEAR	SUMMER 2016	2016 - 2017 SCHOOL YEAR
75 LIS sites Timeline Confirmation	2015 or 2016 Launch Dates (~50 Schools)	Summer Planning (Launch Date Determination)			Preparation (~10 LIS Schools)	Launch		Sustain
					Planning (~15 Schools)	Preparation		Launch
	2017 and beyond Launch Date (~25 schools)	Ongoing preparation (~50 LIS Schools): with access to tools, resources, and networking activities and events (includes any school joining the LIS after March 20, 2014)						

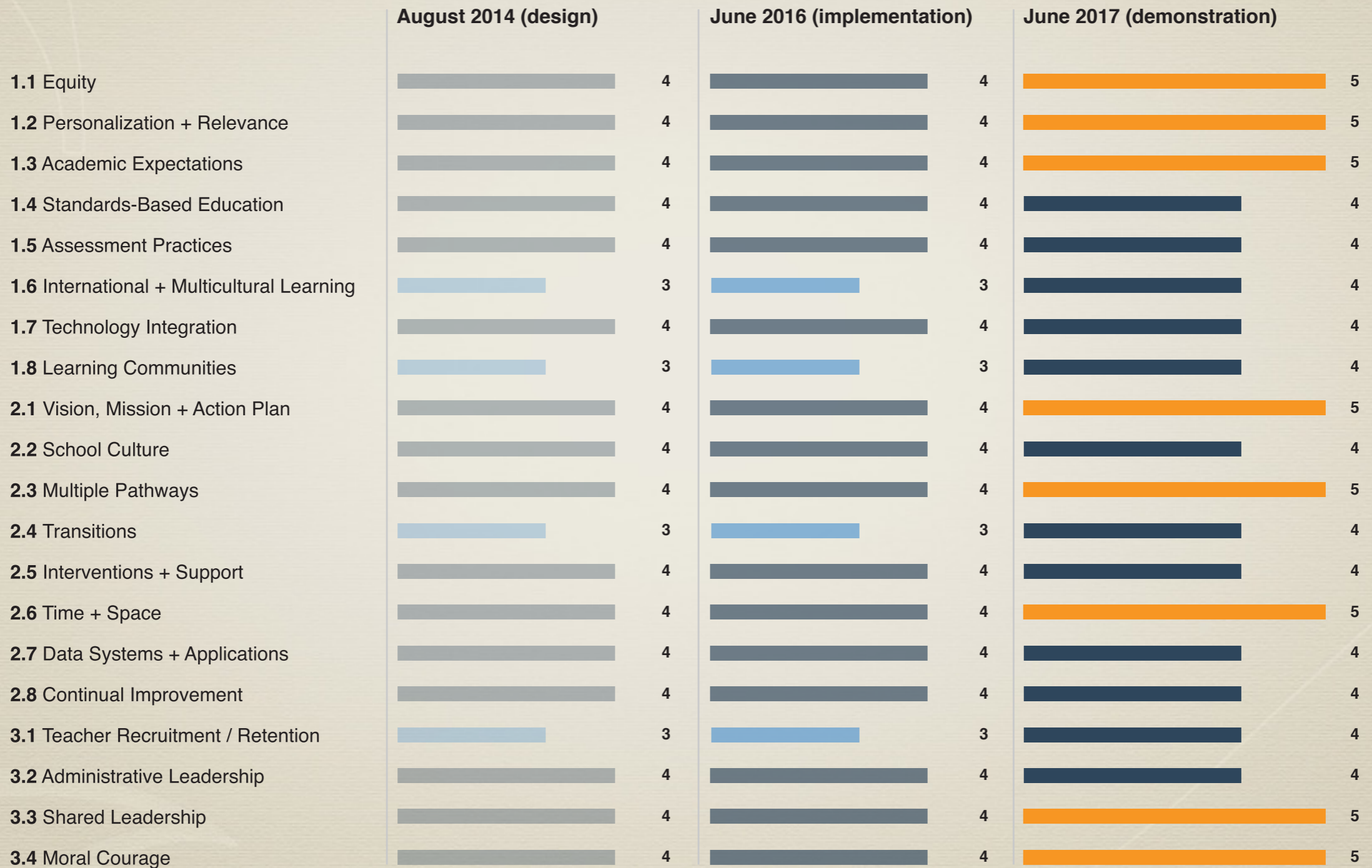
Support:

- GREEN** = Resources and network support/activities. Applies to ALL schools, including schools launching in 2017 and beyond as well as new LIS members
- PINK** = Intensive support coaching (approximately 1 day/week onsite) + unlimited voice, email, and text
- BLUE** = Moderate support coaching (approximately 1 day/month onsite) + unlimited voice, email, and text

LIS Global Best Practices Design, Implementation, and Demonstration Benchmark Scores for schools launching in September 2015

	August 2014 (design)	June 2016 (implementation)	June 2017 (demonstration)
1.1 Equity	4	4	5
1.2 Personalization + Relevance	4	4	5
1.3 Academic Expectations	4	4	5
1.4 Standards-Based Education	4	4	4
1.5 Assessment Practices	4	4	4
1.6 International + Multicultural Learning	3	3	4
1.7 Technology Integration	4	4	4
1.8 Learning Communities	3	3	4
2.1 Vision, Mission + Action Plan	4	4	5
2.2 School Culture	4	4	4
2.3 Multiple Pathways	4	4	5
2.4 Transitions	3	3	4
2.5 Interventions + Support	4	4	4
2.6 Time + Space	4	4	5
2.7 Data Systems + Applications	4	4	4
2.8 Continual Improvement	4	4	4
3.1 Teacher Recruitment / Retention	3	3	4
3.2 Administrative Leadership	4	4	4
3.3 Shared Leadership	4	4	5
3.4 Moral Courage	4	4	5

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- * This transformation requires shifts - of several varieties.
- * Let's explore some together.

Traditional Education	Mastery Based Diploma
Students complete a course after earning any grade above F and meeting seat time requirements.	Students must demonstrate mastery of course and/or graduation standards before completing a course or graduating.
All students work on the same teacher-directed activity	Students select from a menu of offerings based on identified areas of needs and interests

Traditional Education

Mastery Based Diploma

Assessments are with course calendars and given when a unit is complete

Assessments are taken when students are ready to demonstrate mastery

Final grades are determined by averaging tests, quizzes, homework, behavior, classwork

Grades reflect performance on content and skills only. Work habits are reported separately but do not count in promotion decisions.

Transformation will require shifts in thinking and acting

- * Teacher role
- * Student (Learner) role
- * Parent role

Intellectual and Cultural shifts required for move from Traditional to Mastery

- * Consistent teacher language (across all classes)
- * Consistent and disciplined student language (across all classes)
- * Persistent reiteration of the new student language:
 - * “homework” vs. “practice”
 - * “I’m done” vs. “I’m ready to perform”
- * Actionable and clear feedback systems that occur in real time.
- * Explicit learning expectations that may be different for many students.
- * The learner as the one who is responsible for his/her own learning.

* Why change and why this change?

Break

4 A's Protocol

- * What are the **absolute salient** points of the article?
- * What do you **agree** with in the text?
- * Are there any sticking points to **argue**?
- * What would be the **actions** that you would recommend in the classroom as a result of this reading?
- * For the jigsaw, you will focus on a summary of main points that would result in changes in practice at your school.