



GREAT  
SCHOOLS  
PARTNERSHIP



NEW ENGLAND  
SECONDARY SCHOOL  
CONSORTIUM

# Connecticut League of Innovative Schools State Meeting #1

**November 2, 2016**  
**LIS Networking Meeting**  
Leading and Learning for Equity

# **Connecticut LIS**

## **Liaisons**

**From the Great Schools Partnership**

Ted Hall

**From the New England Secondary School Consortium**

Janet Garagliano

**Internet:**

**Network: CASNET**

**Password: casciac1**



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

# We Believe

---

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

# We Believe

---

That schools must simultaneously attend to **policy**, **practice**, and **community engagement**

# We Believe

---

School improvement is **context-based**, not one-size fits all

# Agenda

Overview & Outcomes

---

Interactive Look at Mastery-Based Learning

---

School-Community Engagement

---

Preparing & Framing Dilemmas

---

Lunch

---

Giving & Receiving Feedback on Dilemmas

---

Reflection, Feedback & Closing

---

# Outcomes

Gain a better understanding of mastery-based learning by examining some documents in detail and hearing different perspectives on those documents.

# Outcomes

Build a shared understanding of authentic school-community engagement and the rationale for engaging in this work

# Outcomes

Explore entry points for school-community engagement work and planning in districts and schools and begin the planning of one or more community engagement strategies

# Outcomes

Give and receive feedback from colleagues on a variety of dilemmas related to the implementation of mastery-based learning.

# Norms for Today

Respect time

Monitor your air time

Listen well

Respect differences

Support a “culture of possibilities”

Attend to your personal needs

Maintain confidentiality when needed

Foster good humor

# Mastery-Based Learning

## Five Sample Documents

- 10** Principles of Mastery-Based Learning
- P**yramid for Mastery-Based Learning
- C**ircle Showing Standards to Units
- A**ssessment Pathways
- D**esign Guide for Scoring Criteria

# Ten Principles of Mastery-Based Learning

Over the past decade, the movement to adopt mastery-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use mastery-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Mastery-Based Learning,” which describe the common features found in the most effective mastery-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
5. Summative assessments evaluate learning achievement, and summative-assessment results record a

# Mastery-Based Learning Simplified

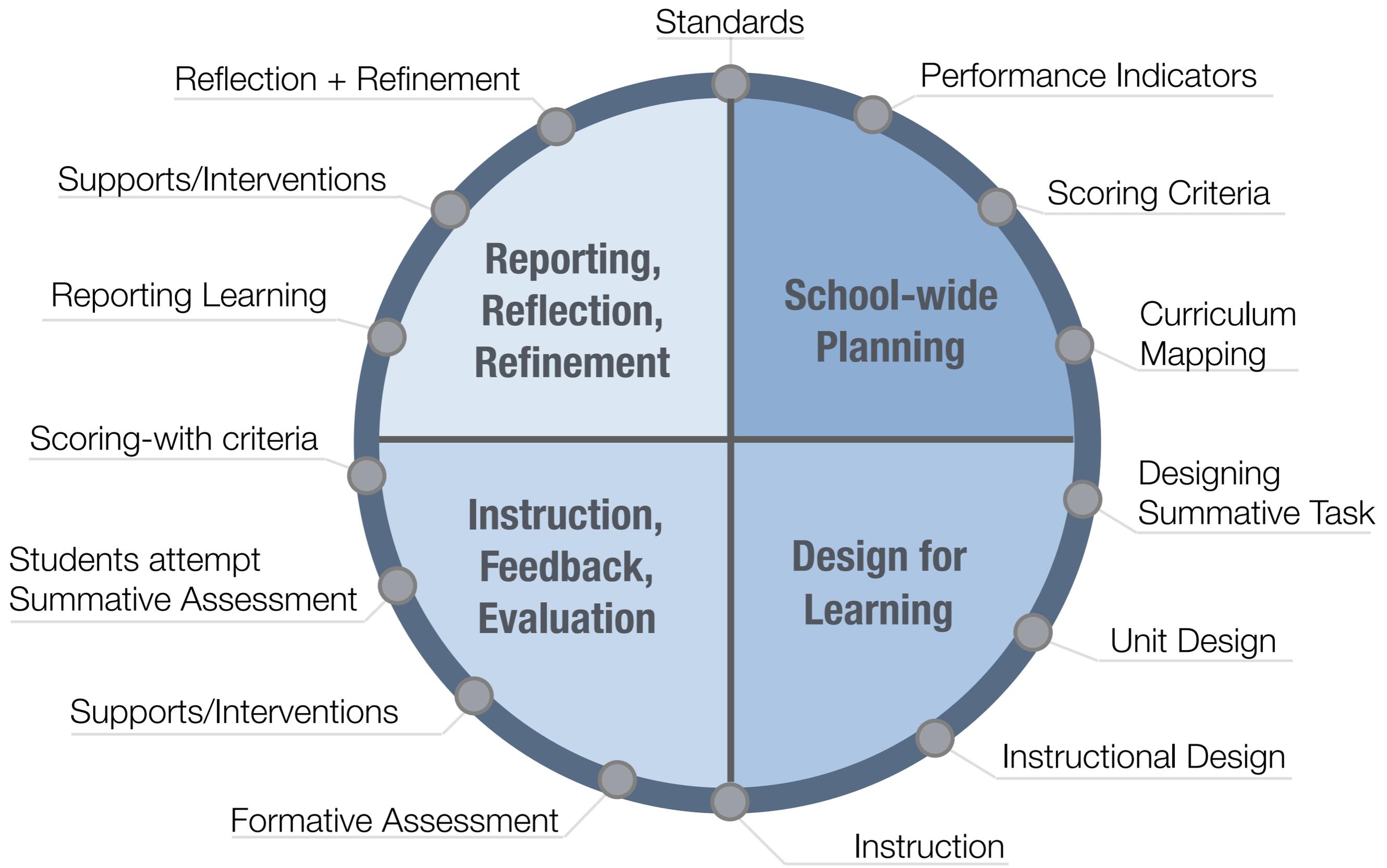


*Cross-Curricular Graduation Competencies* define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

*Content-Area Graduation Competencies* define a set of significant learning concepts in each content area. These are drawn from the Math Common Core and English/Language Arts Common Core and associated Connecticut state standards.

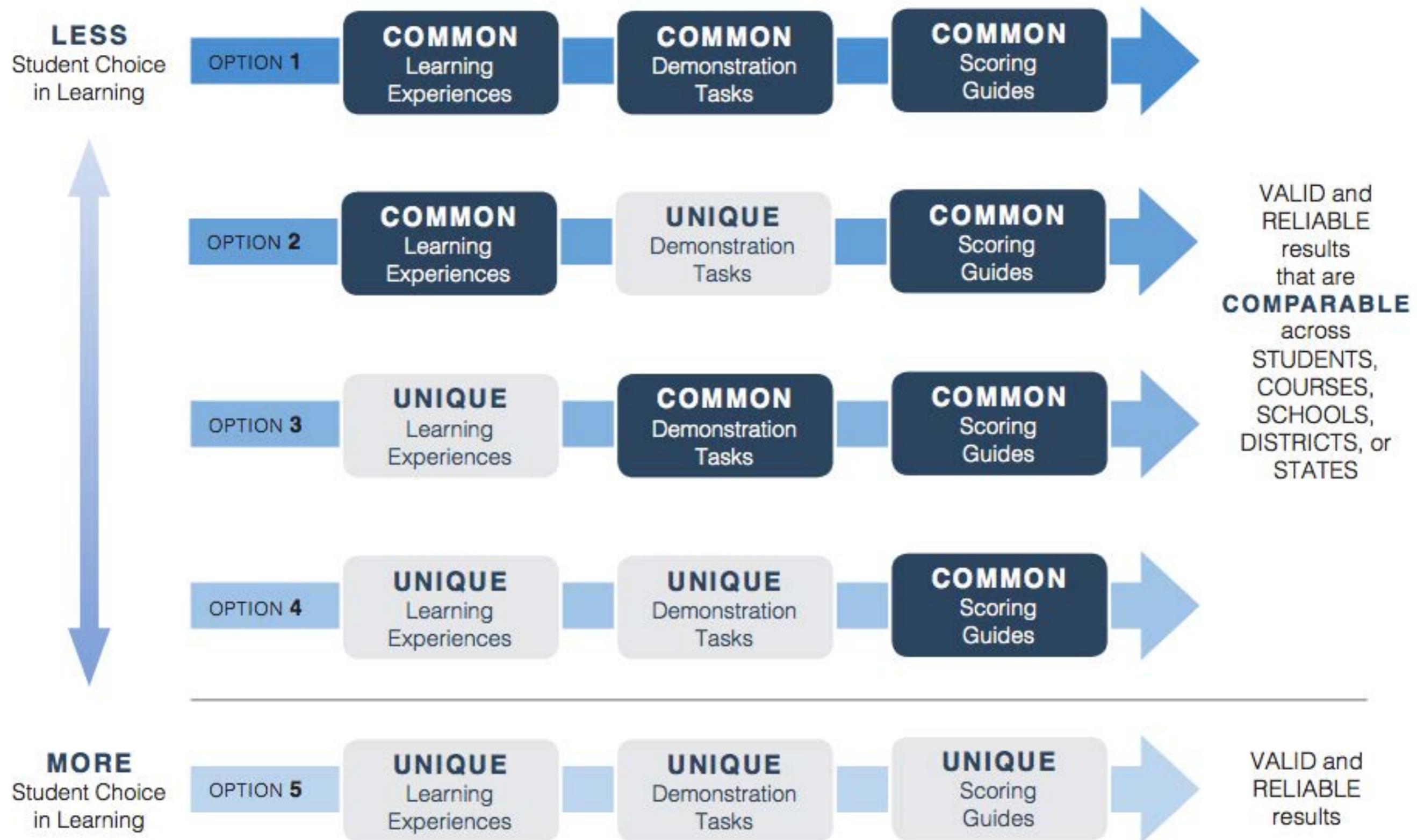
Required for Graduation	Reporting Method		Assessment Method
YES	Transcript <i>and</i> Report Cards	<b>Cross-Curricular</b> Graduation Competencies 5-8 school-wide competencies	<b>Demonstration by Body of Evidence</b> Portfolios, exhibitions, and other culminating demonstrations of learning are assessed
YES	Transcript <i>and</i> Report Cards	<b>Content-Area</b> Cluster Competencies 5-8 competencies per content area	<b>Verification and Proficiency</b> Student progress toward the achievement of competencies is determined and reported
NO	Progress Reports	<b>Performance Indicators</b> 5-10 indicators per content-area competency	<b>Common School-Wide Assessments</b> Common summative assessments ensure greater consistency in the evaluation of student learning
NO	Feedback to Student	<b>Unit-Based Learning Objectives</b> Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators	<b>Formative Teacher Assessments</b> Ongoing formative assessment is used to evaluate student learning progress

# From Standards to Units



# Assessment Pathways Simplified

A Great Schools Partnership Learning Model



# Scoring Criteria Design Guide

“Clear learning goals help students learn better (Seidel, Rimmele, & Prenzel, 2005). When students understand exactly what they’re supposed to learn and what their work will look like when they learn it, they’re better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Moss, Brookhart, & Long, 2011)... The important point here is that students should have clear goals. If the teacher is the only one who understands where learning should be headed, students are flying blind. In all the studies we just cited, students were taught the learning goals and criteria for success, and that’s what made the difference.”

—Brookhart & Moss, “Learning targets on parade,” *Educational Leadership*, October 2014

## Overview

In a proficiency-based system, teachers assess student learning progress and academic achievement using common scoring guides that include detailed descriptions—or “scoring criteria”—outlining what students need to know and be able to do to as they work toward, meet, and exceed proficiency on a given learning standard. Scoring criteria help teachers consistently evaluate work products and other evidence of proficiency as students acquire the essential knowledge and skills required for grade promotion and graduation.

Scoring criteria describe, in clear and precise terms, the characteristics of each stage of achievement along a proficiency continuum—from not meeting to exceeding a specific learning standard. Once schools have articulated scoring criteria for each of the learning objectives students are expected to meet, teachers can then assemble rubrics for assessing student work using a selection of appropriate scoring criteria.

## Why Scoring Criteria Matter

Scoring criteria improve assessment in several ways:

- Through collaborative work during common planning time or in professional learning groups, teachers develop a common understanding of what specific learning evidence constitutes not meeting, meeting, and exceeding proficiency.
- Scoring criteria enable educators to design a variety of assessments to meet unique student learning needs while

# Instructions

- 1. Look on the back of your folder for a letter or number (10, P, C, A, or D)**
- 2. Form groups based on the document assigned to you**
- 3. Choose a facilitator**
- 4. Individually, look at your document and write some notes about what is represented (5 min)**
- 5. As a group, discuss individual reactions and then come to consensus on the most important features of this document to prepare to report out in 3-4 minutes to the whole group (20 min)**
- 6. Each group reports out and takes a few questions (5-6 minutes per group, 40 min total)**
- 7. Overall questions and comments (5 min)**

# Ten Principles of Mastery-Based Learning

Over the past decade, the movement to adopt mastery-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use mastery-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Mastery-Based Learning,” which describe the common features found in the most effective mastery-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).
2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
5. Summative assessments evaluate learning achievement, and summative-assessment results record a

# Mastery-Based Learning Simplified

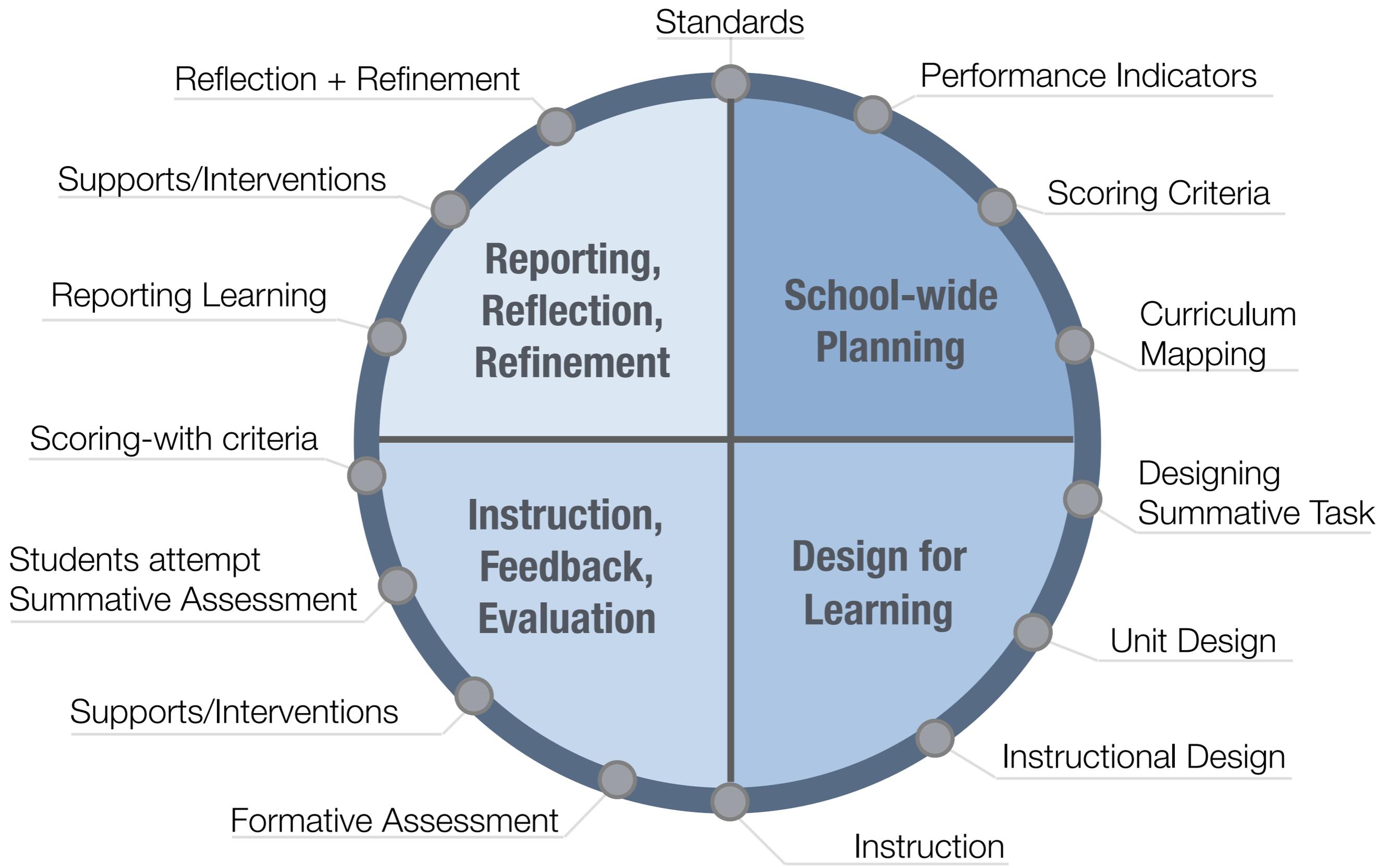


*Cross-Curricular Graduation Competencies* define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

*Content-Area Graduation Competencies* define a set of significant learning concepts in each content area. These are drawn from the Math Common Core and English/Language Arts Common Core and associated Connecticut state standards.

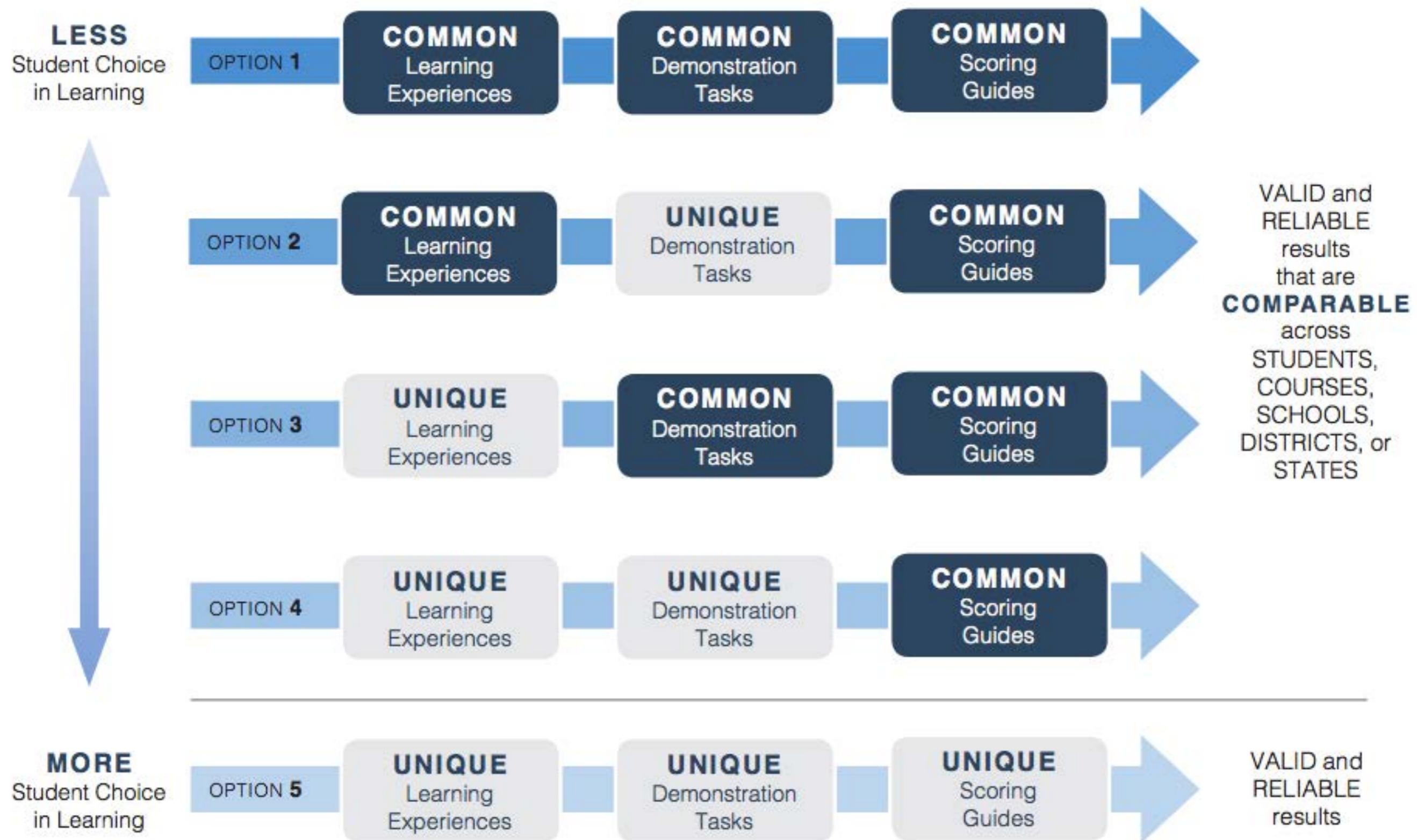
Required for Graduation	Reporting Method		Assessment Method
YES	Transcript <i>and</i> Report Cards	<b>Cross-Curricular</b> Graduation Competencies 5-8 school-wide competencies	<b>Demonstration by Body of Evidence</b> Portfolios, exhibitions, and other culminating demonstrations of learning are assessed
YES	Transcript <i>and</i> Report Cards	<b>Content-Area</b> Cluster Competencies 5-8 competencies per content area	<b>Verification and Proficiency</b> Student progress toward the achievement of competencies is determined and reported
NO	Progress Reports	<b>Performance Indicators</b> 5-10 indicators per content-area competency	<b>Common School-Wide Assessments</b> Common summative assessments ensure greater consistency in the evaluation of student learning
NO	Feedback to Student	<b>Unit-Based Learning Objectives</b> Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators	<b>Formative Teacher Assessments</b> Ongoing formative assessment is used to evaluate student learning progress

# From Standards to Units



# Assessment Pathways Simplified

A Great Schools Partnership Learning Model



# Scoring Criteria Design Guide

“Clear learning goals help students learn better (Seidel, Rimmele, & Prenzel, 2005). When students understand exactly what they’re supposed to learn and what their work will look like when they learn it, they’re better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Moss, Brookhart, & Long, 2011)... The important point here is that students should have clear goals. If the teacher is the only one who understands where learning should be headed, students are flying blind. In all the studies we just cited, students were taught the learning goals and criteria for success, and that’s what made the difference.”

—Brookhart & Moss, “Learning targets on parade,” *Educational Leadership*, October 2014

## Overview

In a proficiency-based system, teachers assess student learning progress and academic achievement using common scoring guides that include detailed descriptions—or “scoring criteria”—outlining what students need to know and be able to do to as they work toward, meet, and exceed proficiency on a given learning standard. Scoring criteria help teachers consistently evaluate work products and other evidence of proficiency as students acquire the essential knowledge and skills required for grade promotion and graduation.

Scoring criteria describe, in clear and precise terms, the characteristics of each stage of achievement along a proficiency continuum—from not meeting to exceeding a specific learning standard. Once schools have articulated scoring criteria for each of the learning objectives students are expected to meet, teachers can then assemble rubrics for assessing student work using a selection of appropriate scoring criteria.

## Why Scoring Criteria Matter

Scoring criteria improve assessment in several ways:

- Through collaborative work during common planning time or in professional learning groups, teachers develop a common understanding of what specific learning evidence constitutes not meeting, meeting, and exceeding proficiency.
- Scoring criteria enable educators to design a variety of assessments to meet unique student learning needs while



**Break**



# **A few words about policy**



# School-Community Engagement



# **A Tale of Two Approaches to Engagement**

## **Coming to Common Understandings**

The Engagement Spectrum  
Effective Engagement

## **Exploring Entry Points for Engagement**

# **A Tale of Two Approaches to Engagement**



CASCO BAY HIGH SCHOOL  
FOR EXPEDITIONARY LEARNING

With Pride Seniors  
CBHS



CASCO BAY HIGH SCHOOL  
ESTABLISHED 1863  
EXCEPTIONAL LEARNING

I DID IT



CASCO BAY HIGH SCHOOL  
THE EXCEPTIONAL LEARNING

CITY HALL

CASCO BAY HIGH SCHOOL  
THE EXCEPTIONAL LEARNING

2015

# City school board takes heat for graduation requirements at low-turnout hearing

Two parents don't think students should be forced to apply to a higher-ed school in order to get a diploma.

BY NOEL K. GALLAGHER STAFF WRITER

[ngallagher@pressherald.com](mailto:ngallagher@pressherald.com) | [@noelinmaine](https://twitter.com/noelinmaine) | 207-791-6387

Share      Comment

Only two people attended the first of two public hearings Tuesday night on proposed changes to Portland's high school graduation requirements, and both criticized a provision requiring all students to apply to college, a vocational or technical program or the military in order to get a diploma.

"I was surprised to see this (requirement,)" said Pandika Pleqi, who has an eighth-grader and a graduating senior in the district.

# Portland School Board adopts diploma standards, with changes

High schools will require students to have a post-graduation plan, but a pro-college emphasis has been dropped and more options added.

BY NOEL K. GALLAGHER STAFF WRITER

[ngallagher@pressherald.com](mailto:ngallagher@pressherald.com) | [@noelinmaine](https://twitter.com/noelinmaine) | 207-791-6387

Share      Comment

The Portland School Board dropped a plan that would have required every high school student to apply to college, a vocational or technical program or the military to get a diploma.

# Let's Get Started!

Review “**School-Community Engagement History, Challenges, and Vision**” document on your table

**5 min:** jot notes to yourself about each aspect of school-community engagement

**10 min:** meet with 2-3 other people not from your community/school to share your responses

**What does authentic school-  
community engagement mean to us?**

**Why do you think school-community  
engagement is important?**



# Principles of Successful School-Community Engagement

1. Inclusive and equitable
2. Intentional
3. Connected to decision-making and change



# What Do People Want?

1. To belong
2. To have a legitimate voice
3. To have an impact

# Positive Outcomes

Stronger and more trusting relationships



# Positive Outcomes

New youth, family, and community leaders



# Positive Outcomes

Increased student achievement and aspirations



# Positive Outcomes

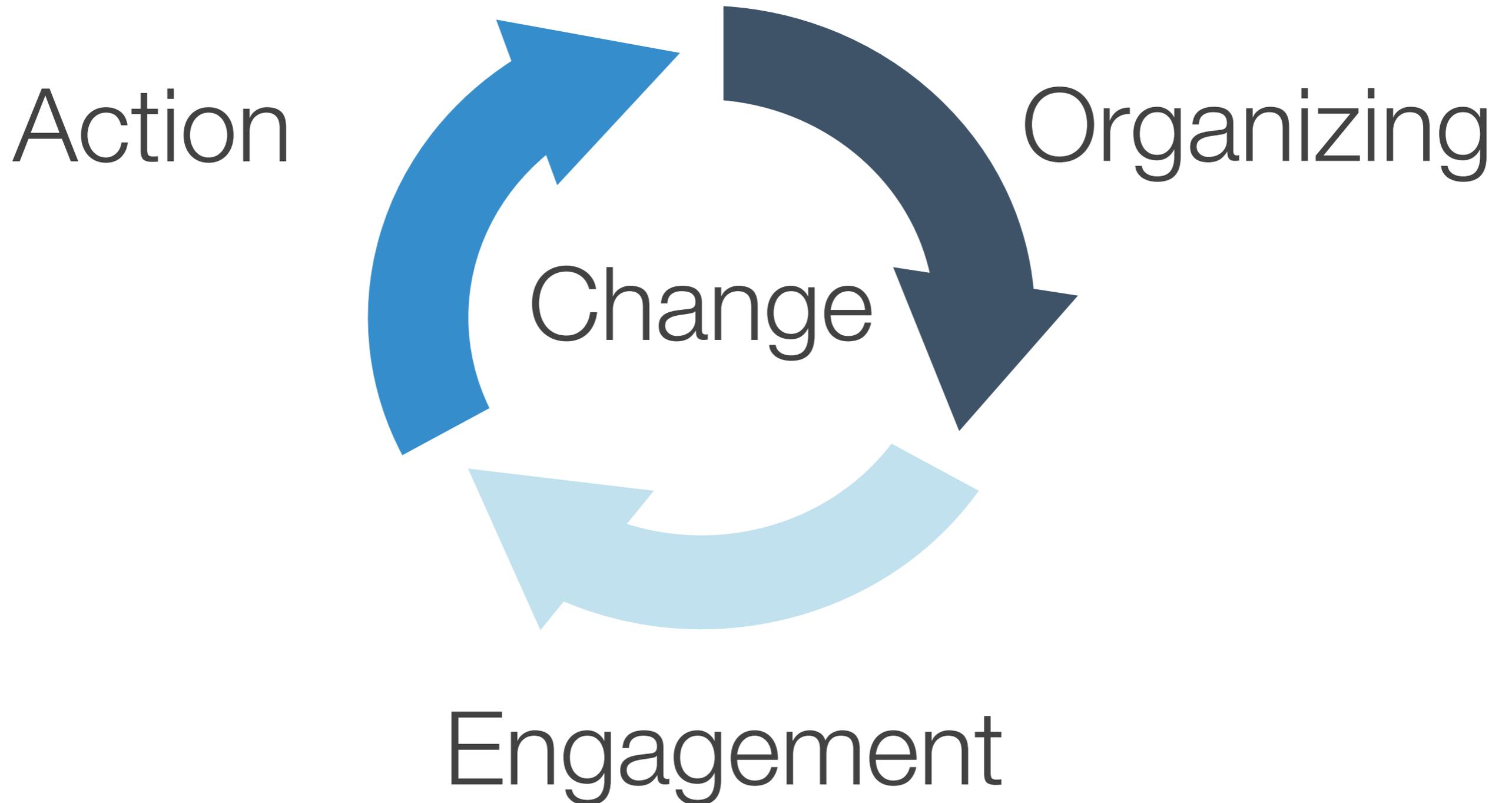
Greater community support for change and innovative solutions to vexing problems



# Engagement = Inclusion



# Engagement → Decision Making



# School-Community Engagement Spectrum



Informing

Seeking Input

Deciding Together



**More** school directed

**Less** school directed

**Less** community involvement

**More** community involvement

# Informing

- Learning exhibitions to feature student work
- Individualized academic progress dashboard
- Newsletters, email updates
- Robo-calls and text messages
- Games, such as a trivia contest to inform or gather input
- Presentations to the community (e.g.: “State of the Schools” report)
- School leader (superintendent, principal) weekly/monthly column in local newspaper
- Student art exhibitions in local businesses; student music performances in community.

# Seeking Input

- Parent cafes (a social event which includes an opportunity to gather input from participants)
- Surveys (parents, students, faculty, community)
- Weekly student discussions
- Photo booth (ask individuals to respond to a question by writing a response on a white board and take a photo while holding their response)
- Asset mapping of school district/community.
- Network map of connections between families, teachers, students, and community members.
- Film screening and dialogue nights.

# Deciding Together

- Training programs in mentoring, homework support, engagement, etc. for students, families, educators, and community members.
- Student, family, and/or community forums designed to include dialogue, and exchange of ideas, and mechanisms for collecting input.
- Student-led conferences with teachers and family members.
- Advisory councils including students, families, and community members (e.g.: internship council; student-centered learning council; service-learning council) or personalized learning design team.

# Mapping Entry Points

# Entry Point for Engagement

**An existing policy, program, or practice that can be modified to:**

- Amplify stakeholder voice and involvement in district/school decision-making
- Enhance understanding of the principles and value of authentic school-community engagement
- Help people see the transformative potential of larger school-community engagement driven systems change.

# Potential Entry Points

- Parent-teacher conferences
- Exhibitions of learning
- Student governance
- Surveys (family, teacher, student, community)
- Open houses + orientation programs
- Community-based/service learning projects
- School board meetings

# Conditions to look for:

- It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc.
- It can influence governance, authority, and decision-making

# Conditions to look for:

- Impact can be achieved without significant investments of time, money, resources
- The change will be visible to and felt by people inside and outside of the school

# Feasibility

- Is short-term success likely? Can success be achieved in a manageable period of time?
- Will the change be supported by school leaders, families, and the community?
- Can the district/school find or allocate the capacity required to coordinate the work?
- Is “a coalition of the willing” already in place? Can a coalition be assembled?
- Can community assets be leveraged to increase necessary capacity or resources?

# Relevance

- Does the entry point impact multiple constituencies and stakeholders?
- Will the entry point influence governance, authority, and decision-making?
- Is there urgency? Is it enough to bring people to the table without creating a sense of crisis? Is it “sacred” to educators and/or the community? Will it create tension or confusion?
- What might the consequences be if the reengineering work is unsuccessful?

# Affordability

- What level of time, funding, human resources, or political capital will be required to achieve the desired impact?
- Is the investment worth the potential gain?  
What is the likely return on the investment?
- Can the change be sustained with a reallocation of existing time, funding, and resources?
- Or will sustainability require new, additional, and/or permanent resourcing?

# Influence

- Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?
- Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?
- Could it lead to significant changes in school culture and governance?
- Will improvements lead to positive changes in learning experiences and pedagogy?

# Narrative

- Is the rationale for the change compelling and easy to understand?
- What rationale will appeal to busy educators and their needs, interests, and aspirations?
- Does the change have the potential to inspire and motivate?
- Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?
- Will it positively impact internal and external perceptions?

# **Developing a Plan for Next Steps for School- Community Engagement in Your School or District**

# Feedback on the Process

# Preparing for Feedback Sessions

- Gather in school/district teams to decide whether you have one or more dilemmas to present for feedback
- Prepare your dilemma by thinking about what background information you need to give colleagues and what question you would like feedback on
- Before lunch, let us know your school/district plan so that we can prepare for afternoon feedback

# LUNCH



## Quick-Fire Consultancy

The following protocol is designed to be used by a group of role-alike people who wish to share dilemmas that have a common nature. To ensure getting to all steps of the process, timing should be determined prior to starting and followed tightly. This protocol is most appropriate for groups of 3 - 7.

1. Introduce the Protocol (*2 minutes*)
2. Individual preparation of the dilemma: *Participants should briefly write down the dilemma they wish to share. Knowing that the presentations will be brief, preparations should note the key people involved, the core of the dilemma, any decisions already made, and a question for the audience that specifically identifies the feedback that is desired. (three minutes)*
3. First Presentation: *The first presenter gives his or her presentation. Participants listen without interrupting. (2 - 3 minutes)*
4. Clarifying Questions: *These are questions to understand either what has been presented or what the presenter wants from the participants in terms of feedback. (2 - 3 minutes)*
5. Participant Feedback: *Participants quickly share ideas to solve or better understand the dilemma. Knowing that time is purposely short, people should get directly to their point. The presenter is “relatively” quiet choosing to participate only when necessary or desired. Both presenter and participants should note potential commonalities they are hearing across the presentations. (8 - 10 minutes)*
6. Presenter Response: *The presenter provides a final thought. (2 - 3 minutes).*
7. Repeat steps three through six: *Repeat these steps as many times as necessary to give each participant a chance to present a dilemma.*
8. Summary Conversation: *What patterns did we see across the dilemmas? What does this say about our work or how we move forward with our work? (5 minutes)*
9. Debrief the Protocol.

1. Introduce the Protocol (*2 minutes*)
2. Individual preparation of the dilemma: *Participants should briefly write down the dilemma they wish to share. Knowing that the presentations will be brief, preparations should note the key people involved, the core of the dilemma, any decisions already made, and a question for the audience that specifically identifies the feedback that is desired. (three minutes)*
3. First Presentation: *The first presenter gives his or her presentation. Participants listen without interrupting. (2 - 3 minutes)*
4. Clarifying Questions: *These are questions to understand either what has been presented or what the presenter wants from the participants in terms of feedback. (2 – 3 minutes)*
5. Participant Feedback: *Participants quickly share ideas to solve or better understand the dilemma. Knowing that time is purposely short, people should get directly to their point. The presenter is “relatively” quiet choosing to participate only when necessary or desired. Both presenter and participants should note potential commonalities they are hearing across the presentations. (8 - 10 minutes)*
6. Presenter Response: *The presenter provides a final thought. (2 – 3 minutes).*
7. Repeat steps three through six: *Repeat these steps as many times as necessary to give each participant a chance to present a dilemma.*
8. Summary Conversation: *What patterns did we see across the dilemmas? What does this say about our work or how we move forward with our work? (5 minutes)*
9. Debrief the Protocol.

# Resources

- **NESSC website**  
**([newenglandssc.org](http://newenglandssc.org))**
- **Global Best Practices, 2nd edition online and hard copies available**
- **[greatschoolspartnership.org](http://greatschoolspartnership.org)**

# Reflection and Closing



GREAT  
SCHOOLS  
PARTNERSHIP

# THANK YOU

Ted Hall

[thall@greatschoolspartnership.org](mailto:thall@greatschoolspartnership.org)

482 Congress Street, Suite 500

Portland, ME 04101

207.773.0505

[greatschoolspartnership.org](http://greatschoolspartnership.org)