

## Mastery Collaborative Implementation Framework

### Conditions for success:

- Shared school wide belief in core principles of mastery
- Shared commitment to fostering a just and fair learning environment
- Ongoing examination of beliefs and biases related to power, schooling, and social identities
- Leadership and collaboration practices lead to improved student-centered innovation, clarity, focus

### Schoolwide Shifts

- A racial justice, social justice, and equity lens supports a culturally responsive, positive learning environment.
- Key elements of a mastery-based grading policy:
  - Grades measure mastery of outcomes, rather than factors such as compliant behavior or completion of homework.
  - Students have multiple, varied opportunities to build and demonstrate mastery.
  - There are clear systems and criteria for how to demonstrate mastery of course outcomes.
- Practices and policies support flexible pacing, possibly involving retake options, annualization, combined grade bands, and course extensions.
- Mastery is built over time. Students understand their progress within an arc of learning.
- Learners value growth mindset; there is a shift away from learning as a competition or a race.
- Clear and effective messaging to all stakeholders (students, families, visitors, schools, partners, and so on) includes normed language, handbook of policies and practices, progress reports, classroom visuals, etc.

### Classroom Shifts

#### **Planning**

- Outcomes are the basis for all teaching, learning, coaching, and assessment, and are:
  - aligned to/in support of relevant standards and supporting skills, behaviors, and mindsets.
  - relevant to learners and designed to prepare them meaningfully for postsecondary life.
  - at a useful level of specificity: manageable, focused, and deserving of sustained attention.
  - expressed in student-friendly academic language.
- Curriculum is backwards-planned and focuses on systematic transfer of skills and knowledge.
- Lessons build systematically toward mastery of outcomes, empower learners, and foster agency.
- Assessments are designed as rich opportunities to demonstrate progress and mastery of outcomes.
- Norms and rubrics are co-created with students where possible, maximizing relevance and understanding.

#### **Facilitation**

- Teachers value learners' identities; students' backgrounds and interests are reflected in classroom activities and visuals.
- Expectations are shared at the outset. Discussions build mutual understanding of goals and criteria.
- Classrooms are hubs of activity, involving collaborative projects, discussion, peer feedback, reflection.
- Pacing is flexible rather than one-pace-fits-all.
- Teachers offer frequent outcomes-based coaching focused on progress, not points/letter/numbers. En route to mastery, students hear "not yet" rather than "you fail."
- Grades describe where the learner is on a path to mastery; grades are neither rewards nor punishments.