

STUDENTS EMPOWERED | culture



This self-assessment will help you take stock of where you are related to a culture that empowers students. Whether you are just beginning or have been working on shifting to mastery learning, it is important to know where you are so you can think about concrete next steps.

Once you know where you are you can pick a focus area as an entry point into cultivating the desired culture in your system. Though the self-assessment asks you to consider each element, they are in fact interconnected. Work in one area can shift progress in another because as you explore and test designs in one area, you influence the whole ecosystem. This means that you most likely won't have a specific goal or focus on every element to get to a full and sustainable implementation of mastery learning!

Tips as you complete the self-assessment:

- **Activate your equity lens** - is the practice true for all learners in your system?
- **Build on existing data where possible** - the chart below provides ideas for possible data sources you may already collect. You may be able to answer new questions with existing data. You may be able to get data that you want by adjusting the next round of already existing data collection (e.g. with new questions on a survey or new look fors). See [example data collection tools here](#).
- **Connect to current and past work** - whether or not you have been using the frame of mastery learning, where does current practice and learning align and connect to the ideas of a culture of mastery? This [crosswalk tool](#) helps connect the Mastery Learning Framework to three other frameworks (Danielson, Marzano, and Professional Learning Communities).

EXAMPLE EVIDENCE FOR SYSTEMS & PRACTICES	EXAMPLE EVIDENCE OF STUDENT EXPERIENCE
<p>Evaluation of process: What is our evidence of educator learning and implementation of mastery practices and systems (re)design?</p> <ul style="list-style-type: none"> ● Teacher Surveys ● Teacher Interviews and Focus Groups ● Artifact Analysis (sample assessments, unit plans) ● Observation Protocols 	<p>Evaluation of impact on student experience What is our evidence of the extent and ways in which mastery education practices are experienced by students?</p> <ul style="list-style-type: none"> ● Student Surveys ● Student Focus Groups ● Artifact Analysis (Student Work; Curriculum Materials; Performance assessments) ● Observation Protocols and Walkthroughs



SELF-ASSESSMENT: STUDENTS EMPOWERED

GROWTH MINDSET

LEARNER INDICATOR: Learners have a mastery orientation, regularly reflecting on their learning, celebrating their own growth and the growth of others, and demonstrating positive persistence.

PRACTICES: *CHECK THE APPROPRIATE BOX*

Norms, routines, rituals, and practices create community, foster a strong sense of connectedness, and help learners develop important social and emotional skills and dispositions.

<input type="checkbox"/> WE HAVEN'T WORKED ON THESE PRACTICES	<input type="checkbox"/> WE ARE GETTING STARTED WITH THESE PRACTICES	<input type="checkbox"/> WE ARE WORKING ON IMPLEMENTING THESE PRACTICES	<input type="checkbox"/> WE HAVE ESTABLISHED THESE PRACTICES
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What evidence supports your rating? (e.g. data you have; work you have done already)

What additional evidence do you want?

CARING RELATIONSHIPS

LEARNER INDICATOR: Learners feel that they have ongoing opportunities to build strong relationships with adults, who remain formally engaged in their learning, and with peers, who they see as collaborators for learning and co-creators of knowledge.

PRACTICES: *CHECK THE APPROPRIATE BOX*

Adults build deep, caring relationships with students to support their academic and socio-emotional development, advocate for their well-being, and jointly monitor their academic progress as they advance through the learning system.

<input type="checkbox"/> WE HAVEN'T WORKED ON THESE PRACTICES	<input type="checkbox"/> WE ARE GETTING STARTED WITH THESE PRACTICES	<input type="checkbox"/> WE ARE WORKING ON IMPLEMENTING THESE PRACTICES	<input type="checkbox"/> WE HAVE ESTABLISHED THESE PRACTICES
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What evidence supports your rating? (e.g. data you have; work you have done)

What additional evidence do you want?



TEACHER COLLABORATION

LEARNER INDICATOR: Learners have adult role models for setting goals, on-going learning, and collaboration with peers; they tangibly benefit from teachers' collegial efforts to improve learning experience and outcomes.

PRACTICES: *CHECK THE APPROPRIATE BOX*

Teachers engage in collegial practice to support student learning, such as collaboratively analyzing student work, planning responsive instruction, and coaching or mentoring one another.

<input type="checkbox"/> WE HAVEN'T WORKED ON THESE PRACTICES	<input type="checkbox"/> WE ARE GETTING STARTED WITH THESE PRACTICES	<input type="checkbox"/> WE ARE WORKING ON IMPLEMENTING THESE PRACTICES	<input type="checkbox"/> WE HAVE ESTABLISHED THESE PRACTICES
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What evidence supports your rating? (e.g. data you have; work you have done)

What additional evidence do you want?

COMMUNITY CONNECTIONS

LEARNER INDICATOR: Learners can articulate opportunities for learning experiences that meaningfully connect formal schooling to the local or global community and that are valued by the learning system. Learners feel safe and connected in the learning community, and can describe ways in which their culture and the culture of their communities are valued in the learning environment.

PRACTICES: *CHECK THE APPROPRIATE BOX*

Schools are meaningfully connected to the broader community, providing expanded learning opportunities for students to learn and apply skills, explore interests, and engage in relationship-building beyond the classroom.

<input type="checkbox"/> WE HAVEN'T WORKED ON THESE PRACTICES	<input type="checkbox"/> WE ARE GETTING STARTED WITH THESE PRACTICES	<input type="checkbox"/> WE ARE WORKING ON IMPLEMENTING THESE PRACTICES	<input type="checkbox"/> WE HAVE ESTABLISHED THESE PRACTICES
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What evidence supports your rating? (e.g. data you have; work you have done)

What additional evidence do you want?



GRADUATE PROFILE

LEARNER INDICATOR: Learners know what they are learning, why they are learning it, and how it promotes the ultimate goal of their education.

PRACTICES: *CHECK THE APPROPRIATE BOX*

A set of high-quality academic and efficacy competencies articulate a distilled, equity-driven, unifying school/institutional vision for learner outcomes in a way that is transparent and accessible to all stakeholders.

<input type="checkbox"/> WE HAVEN'T WORKED ON THESE PRACTICES	<input type="checkbox"/> WE ARE GETTING STARTED WITH THESE PRACTICES	<input type="checkbox"/> WE ARE WORKING ON IMPLEMENTING THESE PRACTICES	<input type="checkbox"/> WE HAVE ESTABLISHED THESE PRACTICES
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What evidence supports your rating? (e.g. data you have; work you have done)

What additional evidence do you want?



Identifying a potential focus area within STUDENTS EMPOWERED

Which practices in this area of the framework connect strongly to our school or system values?

Which practices within this area of the framework would accelerate our shift toward mastery learning?

What work in progress or existing practices in place can be leveraged to move forward?

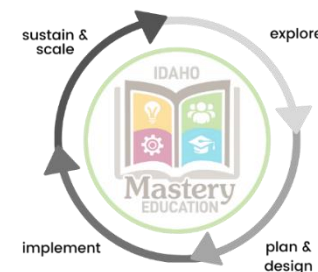
What potential barriers would need to be eliminated to move forward with work in this area?

Our (potential) Focus Area:

WHAT COMES NEXT?

Based on the potential focus area you identified above you may be ready to dig into action planning. You may also be exploring the other areas in the Mastery Learning Framework. Once you have taken stock of current practice the implementation cycle supports effective change management.

Change is complicated and messy and we've developed this simple model to guide the change process. We also recommend reviewing the key activities that precede the stage you are in, since you may find it helpful to include activities that you might have missed. For example, many change processes fail to take hold because a common understanding of the change was not created before moving ahead with implementation.



Explore	Plan and Design	Implement	Sustain and Scale
<p><i>We have explored the features and benefits of Mastery Learning in action and engaged in a self-assessment. We are ready to choose a focus area for our work. We are ready to learn more about our focus area and launch our work.</i></p>	<p><i>We have an agreed-upon common understanding of the design elements of mastery-based learning systems within this focus area. We are ready to develop a plan and design for our implementation of the chosen system features, including securing resources and developing the human capital to ensure a successful implementation.</i></p>	<p><i>We have a plan and design for our chosen system features, and have committed resources and developed human capital to implement the plan. We are ready to implement our plan with focus and integrity to our community, making evidence-based decisions to inform our continuous learning.</i></p>	<p><i>We have implemented our plan with focus and integrity to our community, and have evidence of our intended impact on student learning. We are ready to systematize and sustain our Mastery Learning model, iterate with intention, and do our part to cultivate Mastery Education in Idaho by sharing our learning with others.</i></p>
<p>KEY ACTIVITIES</p> <ul style="list-style-type: none"> ● Build background ● Self assess ● Develop questions ● Identify resources ● Investigate existing models ● Define key terms, concepts, and design elements 	<p>KEY ACTIVITIES</p> <ul style="list-style-type: none"> ● Develop plan ● Create shared understanding of key ideas, design elements, and goals ● Build capacity to implement ● Clarify roles and responsibilities ● Establish accountability 	<p>KEY ACTIVITIES</p> <ul style="list-style-type: none"> ● Implement the plan ● Continue capacity-building ● Collect data ● Analyze data ● Reflect and refine goals 	<p>KEY ACTIVITIES</p> <ul style="list-style-type: none"> ● Systematize processes and structures ● Induct new community members ● Calibrate practice ● Provide ongoing feedback ● Refine and promote policies ● Share results