



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 18, 2022 | 2:30 - 3:30 PM ET

Inclusive Environments, Enhanced Ownership of Learning, and Personalized, Competency-Based Pathways Have Transformed Our Education

PRESENTERS:

- Matthew Fried, Elementary Principal, Eastern York School District
- Joshua Korb, Director of Innovation, Bermudian Springs School District
- Nicole Curcio, Technology Innovation Specialist, Eastern York School District



About Us



Joshua Korb

Co-Founder | Chief Developer
Master3DU | www.master3du.com
e: josh@master3du.com

Director of Innovation | BSSD
jkorbermudian.org

@mrjkorb

- Educator since 2012
- M.Ed. in Instructional Technology
- 8 years of classroom experience teaching Mathematics and Computer Science
- NCDC21 Resilience & Innovation Award



Matthew Fried

Co-Founder | Chief Strategy Officer
Master3DU | www.master3du.com
e: matt@master3du.com

Principal | Eastern York School District
mfried@easternyork.net

@Matt_Fried

- Educator since 2008
- M.Ed. in Educational Leadership
- 7 years of classroom experience teaching English, Math, Science, and Social Studies
- 6 years of administrative experience in elementary, middle, and high schools



Nicole Curcio

Consultant
Master3DU | www.master3du.com
e: nicole@master3du.com

Technology Innovation Specialist | EYSD
ncurcio@easternyork.net

@classacteach

- Educator since 2016
- M.Ed. in Curriculum and Instruction with a focus on Peace Education
- 6 years of classroom experience teaching both 1st and 5th grade.
- NCDC22 Personalized Classroom of the Year Award



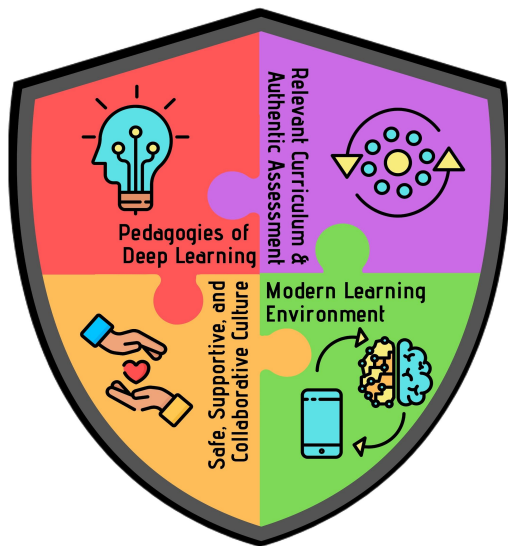
Eastern York School District

What is at the heart of EYSD?



Culture: Whole Learner Focused

Instructional Model



Mission & Vision

Mission

Our mission is to inspire joy and passion for lifelong learning and provide the knowledge, skills, and dispositions that empower our learners to thrive in a world where change is constant.

Vision

Our learners will develop mastery of critical academic content and essential transferable skills and dispositions that are necessary for success in the rapidly changing, increasingly diverse, and interconnected world.

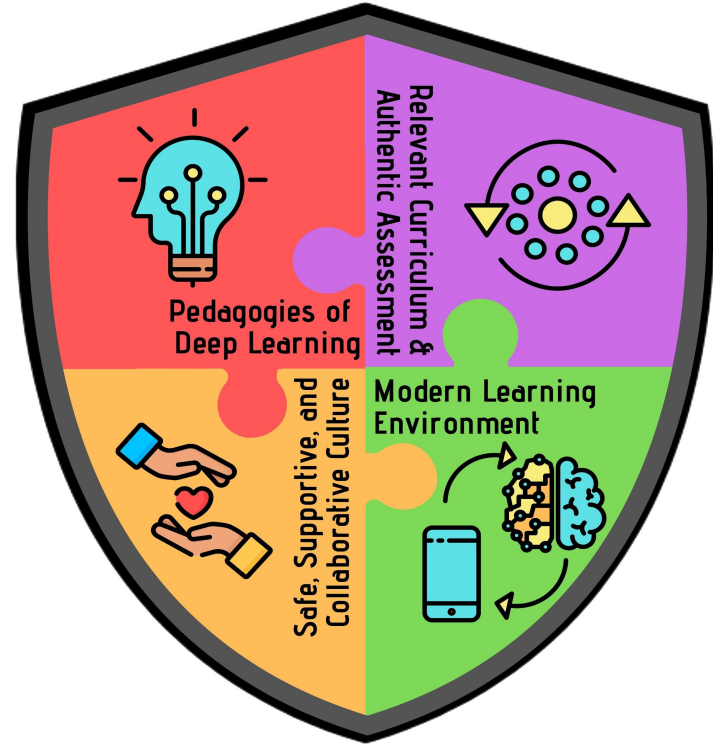
Skills & Dispositions



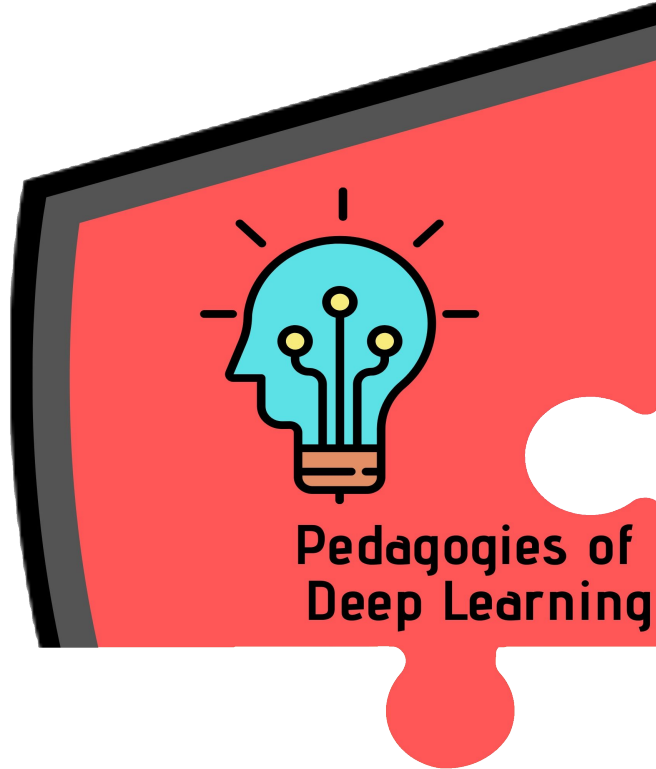
Framing the Journey: EYSD Instructional Model

Eastern York School District's Comprehensive Instructional Model

A comprehensive model of research-based instructional strategies, as well as emerging modern instructional strategies, that impact student learning and engagement.



Pedagogies of Deep Learning



A fusion of research-based pedagogical practices and modern, emerging innovations that will provide students the ability to master and leverage existing content knowledge, making links to reinterpret and create new meaning.

Pedagogies of Deep Learning



Pedagogies of Deep Learning

High-Yield Instructional Strategies - In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert J. Marzano (2001) and his colleagues identified nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels.

Mastery-Based Progressions of Learning - An approach to education whereby students work at their own level and progress at their own pace on the path to proficiency.

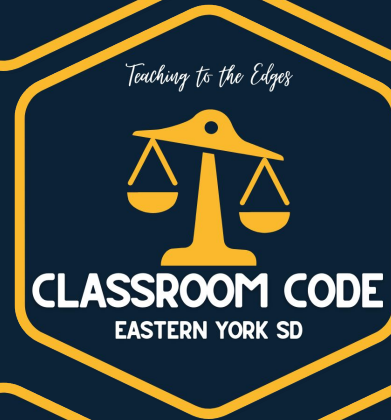
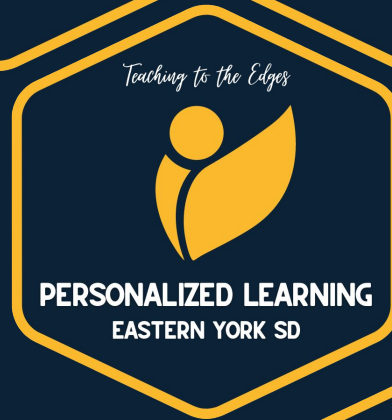
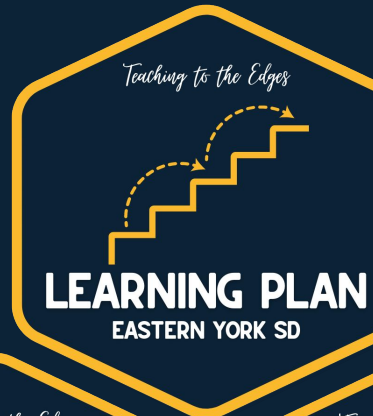
Authentic, Inquiry-Based Experiences - An instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

Emerging Innovative Strategies - New and modern strategies leading to student ownership and engagement that are continually emerging.

Pedagogies of Deep Learning





We have identified our “look fors” within the innovative classroom and have aligned professional progressions of learning for our teachers to better meet the needs of our students.



Pedagogies of
Deep Learning

Pedagogies of Deep Learning



Teacher: Joshua Korb
 Eastern York School District
 HELP



100%

A classroom shared vision is what the students and the teacher in a classroom want to accomplish or create within the classroom environment.


OPEN



63%

Standard Operating Procedures are a set of strategies that students can refer to when they are trying to complete their work or collaborate with others.


OPEN



62%

A classroom code is how the students and the teacher in a classroom will work towards accomplishing their shared vision.

OPEN





57%


A Learning Plan is a tool for students to independently work towards mastery within a set learning progression while allowing for flexibility surrounding time, pace, and place.

OPEN

Developed a Self-Reflection Management Console for teachers to track their progress towards modernizing their teaching practices that are aligned to our district-wide framework for teaching.


Joshua Korb
 Eastern York School District
 HELP

BACK









A classroom **shared vision** is what the students and the teacher in a classroom want to accomplish or create within the classroom environment. This vision arises from the collaborative voices, goals and values of the teacher and students within the classroom.

Professional Development Resources
 Coming Soon

REFLECT

Raw Score: 11/11
 Scaled Score: 3

Coaching & Reflection Rubric

Proficient (3)	Developing (2)	Emerging (1)
Students can explain why they have a shared vision. 	Students can identify the shared vision in their classroom. 	The teacher facilitates the creation of a classroom shared vision with students. 
Students can explain how the shared vision is used in their classroom. 	Students can articulate how their voice was used to create the shared vision. 	

Pedagogies of Deep Learning

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

LEARN ABOUT IT
ENGAGE IN ACTIVITIES TO LEARN THE CONTENT

Developing coin song.wmv	Developing "Coins" by ABCmouse.com	Developing Counting Coins Song for Kids Learning About Money Song For Kids
Developing Counting Money Problems	Developing BrainPOP-counting coins	Developing BrainPOP-Equivalent coins
Proficient Missing Change from 1 euro	Proficient Grade 3 Math 4.10: Money: Making change from dollar or euro	Proficient Counting up to make change or give back (teacher resource for kids)



EASTERN YORK SCHOOL DISTRICT
LEARNING PLAN

Title: (insert title here)

Student: _____ Date: _____ Course/Subject: _____

LEARNING PROGRESSION

Level	Learning Progression	Evidence	Date
Proficient	100%		
Developing	100%		
Emerging	100%		

LEARN ABOUT IT
ENGAGE IN ACTIVITIES TO LEARN THE CONTENT

PRACTICE IT
ENGAGE IN THE ACTIVITIES TO LEARN, REVIEW, AND REINFORCE THE CONTENT

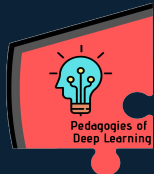
EVIDENCE OF LEARNING
CHOOSE ACTIVITIES TO SHOW WHAT YOU KNOW

Remember you can always go back to the start without any penalty. See the [Learning Plan](#) for more.

PRACTICE IT
ENGAGE IN THE ACTIVITIES TO LEARN, REVIEW, AND REINFORCE THE CONTENT

MULTIPLIES Practice Link: Khan Academy (XL) Worksheet Online Games: Multiples Multiples Factors and Multiples WS	FACTORS Practice Link: Khan Academy (XL) WS-1 Worksheet Online Games: Factors Partner or Indiv. Mixed Practice Multiples, Factors, Prime and Composite Numbers	PRIME AND COMPOSITE Practice Link: Khan Academy (XL) Worksheet Online Game: Prime and Composite PATTERNS Practice Link: XL Worksheet Self-Checking Task Cards (teacher prep required) Online Games: Number Patterns PATTERN HOOK PROBLEMS Practice Link: XL Worksheet
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**Indicates required activity*

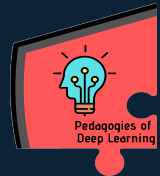
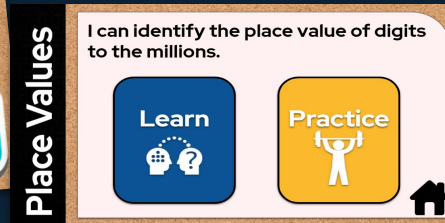
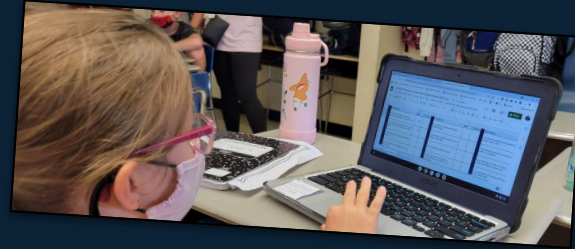
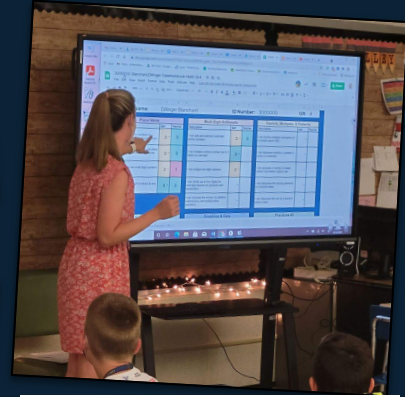
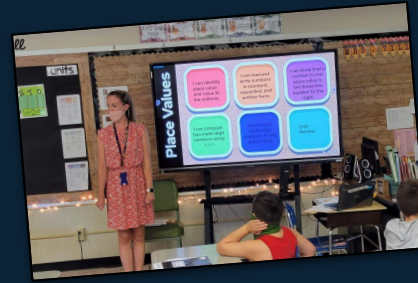


From a Teacher's Perspective



Eastern York School District

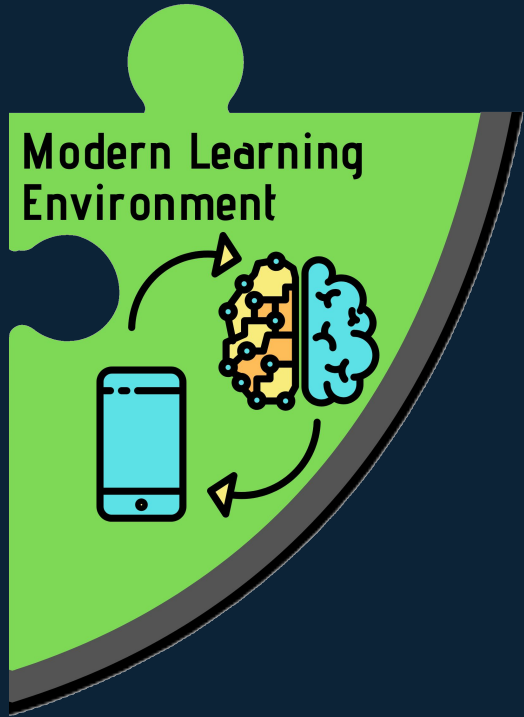
Pedagogies of Deep Learning



Pedagogies of Deep Learning (MLA)

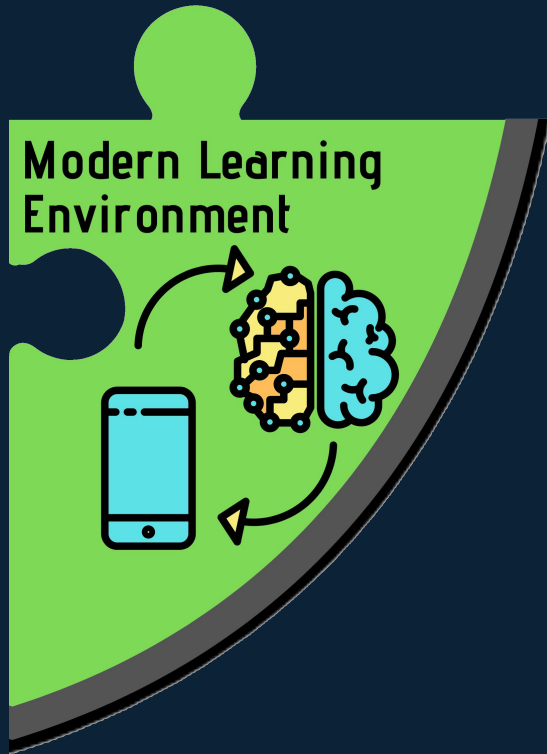


Modern Learning Environment



A learning environment that includes building trust, encouraging reflection, enabling knowledge-sharing, and empowering learners (teachers and students) through flexible and differentiated space, pace, delivery, and instructional strategies.

Modern Learning Environment



Integrated Technology - The use of technology tools in general content areas in education in order to allow students to leverage technology to enhance learning experiences.

Flexible Physical & Digital Spaces - Learning spaces are adaptable to the students they serve, including the physical classroom, digital ecosystem, or a blending of both.

Student-Centered: Promoting Ownership & Empowerment - Student-Centered is when the ownership of the classroom shifts from the teacher to the students. Changing from "my" classroom to "our" classroom. A wide variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Modern Learning Environment

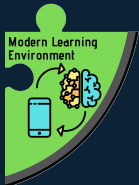


Learning Portal to
connect students
and parents

Internet for all



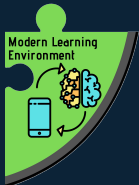
1:1 Chromebooks
All K-12 Students



Modern Learning Environment

Further Efforts for ACCESS and EQUITY:

- Distribution of all education materials to be successful
- Provide a point person for technical and educational support
- Open resources and opportunities for all students and families
- Specialized and Tailored learning materials for our exceptional students
- Ensure students who are homeless have access to resources they need
- Multilingual resources



Modern Learning Environment

[illegible]

Learning Infrastructure



**EASTERN YORK SCHOOL DISTRICT
LEARNING PLAN**

Title: [insert title here]

School: _____ Grade: _____ Course/Subject: _____

Standard: _____

LEARNING PROGRESSION

Score	Learning Progression	Evidence	Date
Proficient	I can... •		
Developing	I can... •		

For students:

For teachers:



- Each building has a launchpad containing links to teachers

- Searchable directory on the EYSD Instructional Portal

“Virtual Classrooms”

Eastern York School District



Instructional Portal: Where to Gain Access to Documents?



Learning Plans



**EASTERN YORK SCHOOL DISTRICT
LEARNING PLAN**

Title: GB 4 Math - CC.2.2.4.A.2 - CC.2.2.4.A.4 - Learning Plan

Student: _____ Grade: 4th _____ (Name/Subject) Math - 4th Grade

Standard: CC.2.2.4.A.2 Develop and apply number sense concepts to find factors and multiples.
CC.2.2.4.A.4 Generate and analyze patterns using any rule.

LEARNING PROGRESSION				
Std.	Trail	Score	Learning Progression	Collection
			Proficient <ul style="list-style-type: none">Find the multiples of a number.Find all the factors of a number.Identify if a number is prime or composite.Describe, extend, create, and analyze patterns.Find missing information.Generate and analyze patterns.	
			Developing <ul style="list-style-type: none">Find the multiples of a number.Find all the factors of a number.Identify if a number is prime or composite.Describe, extend, create, and analyze patterns.Find missing information.Generate and analyze patterns.	
			Emerging <ul style="list-style-type: none">Find the multiples of a number.Find all the factors of a number.Identify if a number is prime or composite.Describe, extend, create, and analyze patterns.Find missing information.Generate and analyze patterns.	

LEARN ABOUT IT
ENGAGE IN ACTIVITIES TO LEARN THE CONTENT


Resources required activity

 Maths Factors and Multiples Answer Sheet	 Maths Number Patterns	 Maths and Science Standards Problem-Solving Strategies Times Table
 Maths Factors and Multiples Answer Sheet	 Maths Number Patterns	 Maths and Science Standards Problem-Solving Strategies Times Table





Instructional Portal - Learning Plan Database


The Learning Plan Database was designed to be a single destination for submitting and locating Learning Plans. Rather than search through duplicate files and folder structures in Google Drive, Learning Plans will be easily searchable by several criteria.




EASTERN YORK SCHOOL DISTRICT LEARNING PLAN DATABASE



Grade 

Department/Subject 

Course 

Keywords

Standard(s)

Contributor(s)

Instructional Portal - Learning Plan Database

Grade Level

Drop-down search bar to display learning plans by grade level
(e.g. K-12)

Dept/Subject

Search for learning plans based on subject area or department
(e.g. ELA)

Course

Search for course specific learning plans.
(e.g. *World History*)

Keywords

Search for learning plans based on keywords or topic.
(e.g. *solving equations*)

Standards

Search for learning plans related to specific standards
(e.g. *CS.1.1.A.1*)

Contributor(s)

Search for learning plans by specific authors or contributors.
(e.g. *John Smith*)



EASTERN YORK SCHOOL DISTRICT LEARNING PLAN DATABASE



Grade



Department/Subject



Course



Keywords

Standard(s)

Contributor(s)

Instructional Portal - Learning Plan Database

Grade ▼

Department/Subject +

Course +

Keywords ⋮

✕ 3

Standard(s)

Contributor(s)

1 - 14 / 14 < >

Grade	Department/Subject	Course	Keywords	Standard(s)	Contributor(s)	CLT	ADM	Learning Plan Link
3	Math		time, intervals, minute	CC.2.4.3.A.2	Hagee	GHI		OPEN
3	ELA		nouns, verbs	LG17 I can form, use, and explain the functions of nouns, pronouns, and verbs. (subject and predicate; complete sentences)	Khan Academy, Learnzillion, Quizizz,			OPEN
3	Math		time, elapsed time, math, telling time	Developing	Steph Hagee			OPEN
3	ELA-Writing		Adjectives, Adverbs	CC1.4.3.F/L/R Demonstrate command of the conventions of standard English grammar and usage, LG 15 I can form, use, and explain the functions of adjectives and adverbs.	David Coldiron			OPEN
3	Reading		central message	CC.1.3.3.A Demonstrate understanding of key ideas and details in literature. LG4 I can determine the central message of literature and support it with details	Jodi Winter			OPEN
3	writing		noun, pronoun	CC1.4.3.F/L/R	David Coldiron, Ashley Jansen, Kristen Metzler			OPEN
3	Reading		Reading	LG5 I can recount literature texts.	Mark, Geiman			OPEN

Learning Portal

LAUNCHPADS
About Remote Learning 2.0 About Cyber Academy Learning Launch Pads

EASTERN YORK LEARNING PORTAL
OUR PATH FORWARD

2020-2021
ONLINE LEARNING OPTIONS
CLICK ON AN OPTION BELOW TO LEARN MORE

REMOTE LEARNING

BLENDED LEARNING

CYBER ACADEMY

LEARNING PLANS + ACTIVITIES

VIRTUAL CLASSROOMS



EASTERN YORK SCHOOL DISTRICT LEARNING PLAN

Title: GR 4 Math - CC.2.2.4.A.2 - CC.2.2.4.A.4 - Learning Plan

Standard: CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.
CC.2.2.4.A.4 Generate and analyze patterns using one rule.

Grade: 4th Course/Subject: Math: Power Standard #3

Date	Post	Score	Learning Progression	Evidence	Date
	Proficient		can: <ul style="list-style-type: none"> List the multiples of a number; Find all the factors of a number; Identify if a number is prime or composite; Describe, extend, create, and replicate a series of patterns; Fill in missing information on a partial filled function table (limited to \times, \div, or \pm); Solve word problems dealing with patterns; 		
	Developing		can: <ul style="list-style-type: none"> Find the first five multiples of a number; Find all factor pairs of a number (with a calculator); Determine whether a given whole number is prime or composite; Generate and extend a pattern when given a rule; Determine the rule for a completed function table; 		
	Emerging		I am just beginning to build my understanding of the		

PRACTICE IT
ENGAGE IN THE ACTIVITIES TO LEARN, REVIEW, AND REINFORCE THE CONTENT

Practice Link: [Math: Multiplication & Division Games](#)

POWER AND COMPOSITE
Practice Link: [Prime and Composite](#)

Practice Link: [Prime and Composite](#)

Practice Link: [Prime and Composite](#)

Practice Link: [Prime and Composite](#)

LEARN ABOUT IT
ACTIVITIES TO LEARN THE CONTENT

EVIDENCE OF LEARNING
CHOOSE ACTIVITIES TO SHOW WHAT YOU KNOW

Indicates required activity

Proficient	Developing	Pattern Assessment
<p>Special Number Project Choose a number between 10-100 and write a story poem, create a poster or make a video to describe your number.</p>	<p>Guess My Rule Task Cards Create a set of task cards (10 index cards) that include a shape pattern, a number pattern, and a function table with each pattern. Create a question to your partner. Create a question to your partner. Create a question to your partner.</p>	<p>Pattern Assessment Create a pattern that includes a shape pattern, a number pattern, and a function table. Create a question to your partner. Create a question to your partner. Create a question to your partner.</p>



Eastern York School District

Starting in Kindergarten



Eastern York School District

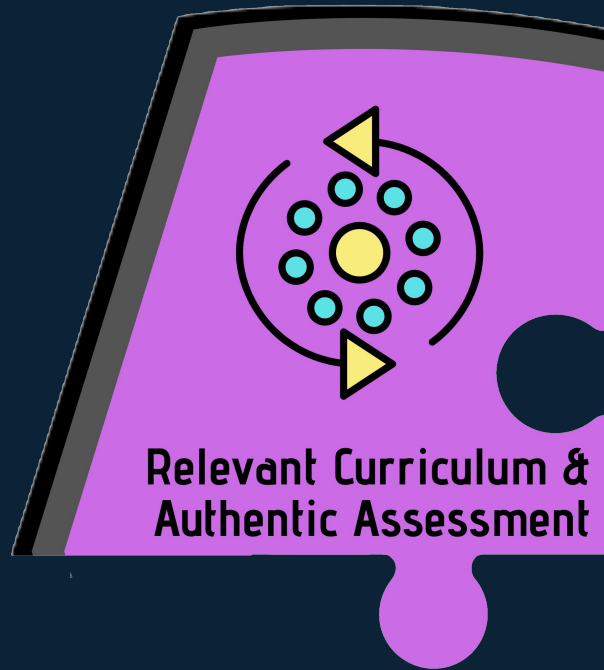
Modern Learning Environment



Professional Development

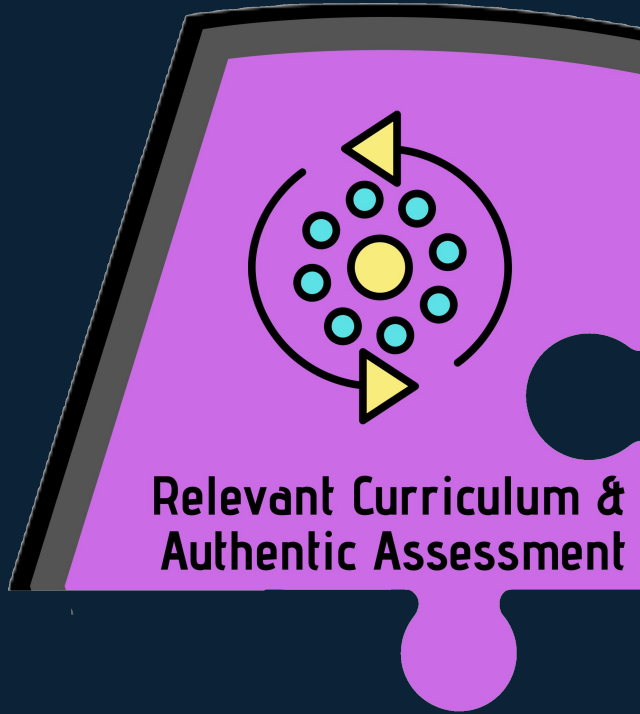


Relevant Curriculum & Authentic Assessment



Cognitively complex learning experiences that are appropriate, purposeful, and frequently assessed to promote understanding.

Relevant Curriculum & Authentic Assessment



Relevant, Guaranteed, and Viable Curriculum - The Guaranteed and Viable Curriculum would be based on content standards, competencies, and dispositions.

Authentic, Varied, and Frequent Assessment Types - Various forms of assessment inform day-to-day and month-to-month decisions about the next steps for instruction, to give students feedback about their progress, and to motivate students.

Standards-Based Grading - Standards-based grading is a system of assessing and reporting that describes student progress in relation to mastering standards. Standards-Based (synonymous with Competency-Based): A student does not move forward to the next level or skill until he or she can demonstrate competence at the current level. (Wiggins)

Relevant Curriculum & Authentic Assessment

Laying the Foundation

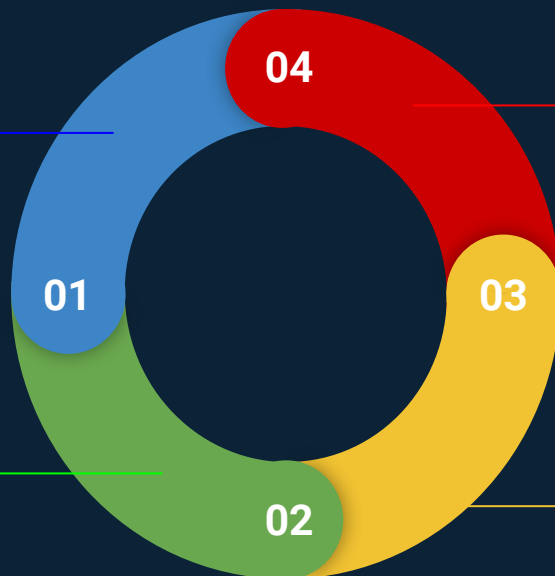
- ID and Group Priority Standards
- Build Proficiency Scales
- Create Common Pre- & Post-Assessments

Continuum of Learning

Curating & Designing

- Inventory & Align Curricular Resources, etc.
- Group Standards & Build Units

Learning Plans



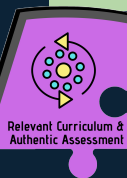
Access & Implementation

- Make units available to teachers and students
- PD for increasing student ownership over time, place, path, pace

Monitoring Curriculum

- Students able to show mastery along continuum of learning
- Continuous monitoring of curriculum against needs of society
- Updates as tools/digital ecosystem evolve to personalize learning and maintain modern edge

Course of Study	Grade Level	Subject Area	Phase 1	Step Completed	Phase 2	Step Completed	Phase 3	Step
Math	3	Math	2020/21		2022/23		2022/23	
Math	4	Math	2020/21		2022/23		2022/23	
Math	5	Math	2020/21		2022/23		2022/23	
Social Studies	K	Social Studies	2020/21		2021/22		2022/23	



Relevant Curriculum & Authentic Assessment



Modern Curriculum Writing Workbook
Eastern York School District

INFORMATION

Directions: Fill out the general course information page below. To navigate the workbook, click on the tabs at the bottom of the page.

☒ <<< Mark complete when finished with this step

Course Name: Last Revised:

Teacher Name: Subject Area:

Building: ☐ CES ☐ KC ☐ WES ☐ EYMS ☐ EYHS Grade(s):

Course Description:

The modern EYSD First Grade ELA curriculum identifies priority and supporting standards that provide targets for instruction and student learning essential for success in all content areas. This course includes the following ELA Standard Areas:

- Foundational Skills: Phonological Awareness, Phonics & Word Recognition, and Fluency
- Reading Informational Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Vocabulary, and Range of Reading
- Reading Literature: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Vocabulary, and Range of Reading
- Writing: Informative/Explanatory; Opinion/Argumentative; Narrative; Response to Literature; Production and Distribution of Writing; Technology and Publication; Conducting Research; Credibility, Reliability, and Validity of Sources; and Range of Writing
- Speaking and Listening: Comprehension & Collaboration, Presentation of Knowledge and Ideas, Integration of Knowledge and Ideas, and Standard American English

This course also includes a focus on: student choice; multisensory and systematic foundational skill instruction; balancing reading genres; accessing authentic texts; writing for different purposes; academic vocabulary; and developing skills and dispositions in core and cross-curricular integrations.

Duration of Course: Number of Credits (if applicable):

+ 1-Information 2-Standards 3-Scope&Sequence 4-ProficiencyScales 5-Inventory



Relevant Curriculum & Authentic Assessment



The Luxuries of Innovative Thinking

Providing Voice & Choice
Creating Engaging Lessons
Connecting to the Real-World



Eastern York School District

The Original Plan



Modern Learning Architects are our innovative teacher leaders who blaze the path towards personalized learning.



Eastern York School District

MARCH 2020




Eastern York School District

Badging - Round 1

Progress Monitoring System Developed

- 3 ELA & 3 MATH Standards were assessed for mastery
- Remote Levels of Engagement in all classes

<div> Remote Learning Progress Report</div>			<div> KREUTZ CREEK ELEMENTARY</div>											
Student Name: Williams, Riley			Grade: 3rd Grade											
MATH & ELA SKILLS			STUDENT ENGAGEMENT LEVELS		MATH		READING		WRITING		SCIENCE/STEM		SOCIAL STUDIES	
MATH	Skill 1: I can identify two- and three-dimensional shapes. I understand symmetry and I can identify lines, line segments, rays, parallel and intersecting lines.		LEVEL 3: ADVANCED ENGAGEMENT The student is giving a strong effort on the assignments and tasks given. The student attends Google Meets when possible. The student shows enthusiasm when posting thoughts and ideas on Padlet, Flipgrid, Google docs, etc. when given the opportunity.		Level 3	Level 3	N/A	Level 2	N/A	STUDENT ENGAGEMENT LEVEL				
	Skill 2: I can calculate the area of two-dimensional polygons.													
	Skill 3: I can measure an item to the nearest inch, 1/2 inch, and 1/4 inch. I can measure to the nearest centimeter and 1/2 centimeter.		LEVEL 2: ENGAGED LEARNER The student completes the assignments and tasks given. The student attends Google Meets when possible. The student asks questions when needed and demonstrates an understanding of the required skills.											
ELA	Skill 1: I can determine the meaning of unknown words, multiple meaning words, and figurative language.		LEVEL 1: ENGAGES PERIODICALLY OR NOT AT ALL The student completed a few assignments (or less). The student is not demonstrating the level of interest needed to grow in this subject, skill, or content area.		Level 2	Level 2	Level 2	N/A	N/A					
	Skill 2: I can ask and answer text-dependent questions.													
	Skill 3: I can write an opinion pieces with focus, content, and organization.													



Badging - Round 1

Progress Monitoring System

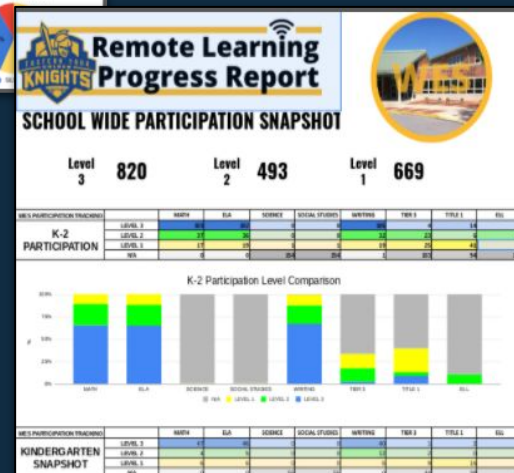
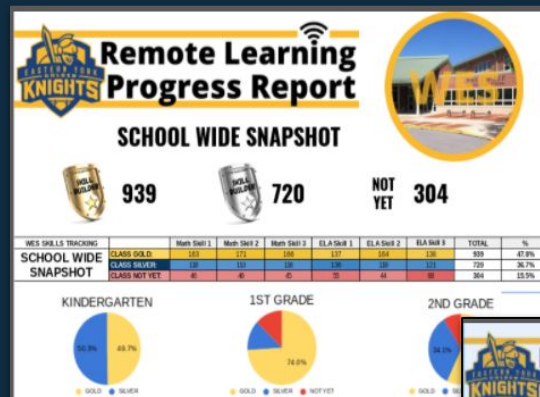
- Real-Time Student/Parent Platform
- Teacher Dashboard
- Administrative Console



Remote Learning Progress Report

Directions: Welcome to the Remote Learning Progress Report Portal. Please select your name below to be taken to your individual progress report master sheet. You will see your students listed on the left and the levels of engagement and skills assessment columns on the right. Please only use the dropdown menus to assess each category. To access an individual child's progress report, click on their student id number beside their name. Please direct any questions you have to Dr. Walker or Josh Korb (jork@easternyork.net).

FLICK	GROFT	TAYLOR
JAMES	MCCARTY	TOMLINSON
MAYHUE	SPECHT	STOUGH



Eastern York School District



Close

Track Your Order

DOMINO'S TRACKER[®]

Know the status of your order, from the moment it's placed to the second it leaves our store for delivery or is ready to be picked up.



WE'RE FIRING IT UP! - SEBASTIAN began custom making your order at
12:06 PM

Let's take a look at report cards!

Name of School: **DENMAN JUNIOR HIGH SCHOOL SAN FRANCISCO** Fall 19 **55**
 Student's Name: **1** First Name: **H.S.** Grade: **3/6** Home Room: **3/6**

PO	Course & Number	ROOM	1st Report	2nd Report	3rd Report	FINAL	Teacher's Signatures
			Sch. Cit.	Sch. Cit.	Sch. Cit.	Sch. Cit.	
1.	English	317	A	E	A	F	C. C. C.
2.	Social Studies	300	A	F	A	F	R. R. R.
3.	Health		A	S	A	S	R. R. R.
4.	Math ()	314	A	F	A	F	M. M. M.
5.	Science	307	A	E	A	E	C. C. C.
6.	Mechanical Draw	181	A	S	A	S	M. M. M.
Home Room Citizenship			182	A	S	A	
Days Absent			5	0	10		
Times Tardy							
Signatures:							
Home Room Teacher			Principal: George A. Brown				Grade Counselor: Marguerite Connolly

1955

ACADEMIC ACHIEVEMENT
 Name: **Jefferson, Mark**

Subject	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
English	A	B	C	D	E	F	G	H	I	J	K	L
Math	A	B	C	D	E	F	G	H	I	J	K	L
Science	A	B	C	D	E	F	G	H	I	J	K	L
History	A	B	C	D	E	F	G	H	I	J	K	L
Art	A	B	C	D	E	F	G	H	I	J	K	L
Music	A	B	C	D	E	F	G	H	I	J	K	L
Physical Education	A	B	C	D	E	F	G	H	I	J	K	L
Health	A	B	C	D	E	F	G	H	I	J	K	L
Character Education	A	B	C	D	E	F	G	H	I	J	K	L
Attendance	A	B	C	D	E	F	G	H	I	J	K	L
Progress	A	B	C	D	E	F	G	H	I	J	K	L
Recommendation	A	B	C	D	E	F	G	H	I	J	K	L

This is to certify that **Mark Jefferson** has been promoted to the **11th** Grade on **June 1, 1967**.
 Signed: **John A. Brown** Principal
John A. Brown Teacher
John A. Brown Principal

1967

ACADEMIC ACHIEVEMENT
 Name: **Jefferson, Mark**

Subject	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
English	A	B	C	D	E	F	G	H	I	J	K	L
Math	A	B	C	D	E	F	G	H	I	J	K	L
Science	A	B	C	D	E	F	G	H	I	J	K	L
History	A	B	C	D	E	F	G	H	I	J	K	L
Art	A	B	C	D	E	F	G	H	I	J	K	L
Music	A	B	C	D	E	F	G	H	I	J	K	L
Physical Education	A	B	C	D	E	F	G	H	I	J	K	L
Health	A	B	C	D	E	F	G	H	I	J	K	L
Character Education	A	B	C	D	E	F	G	H	I	J	K	L
Attendance	A	B	C	D	E	F	G	H	I	J	K	L
Progress	A	B	C	D	E	F	G	H	I	J	K	L
Recommendation	A	B	C	D	E	F	G	H	I	J	K	L

This is to certify that **Mark Jefferson** has been promoted to the **12th** Grade on **June 1, 1985**.
 Signed: **John A. Brown** Principal
John A. Brown Teacher
John A. Brown Principal

1985

ACADEMIC ACHIEVEMENT
 Name: **Jefferson, Mark**

Subject	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
English	A	B	C	D	E	F	G	H	I	J	K	L
Math	A	B	C	D	E	F	G	H	I	J	K	L
Science	A	B	C	D	E	F	G	H	I	J	K	L
History	A	B	C	D	E	F	G	H	I	J	K	L
Art	A	B	C	D	E	F	G	H	I	J	K	L
Music	A	B	C	D	E	F	G	H	I	J	K	L
Physical Education	A	B	C	D	E	F	G	H	I	J	K	L
Health	A	B	C	D	E	F	G	H	I	J	K	L
Character Education	A	B	C	D	E	F	G	H	I	J	K	L
Attendance	A	B	C	D	E	F	G	H	I	J	K	L
Progress	A	B	C	D	E	F	G	H	I	J	K	L
Recommendation	A	B	C	D	E	F	G	H	I	J	K	L

This is to certify that **Mark Jefferson** has been promoted to the **13th** Grade on **June 1, 2009**.
 Signed: **John A. Brown** Principal
John A. Brown Teacher
John A. Brown Principal

2009



Eastern York School District

Over 60 years later and this is what we get?

DENMAN JUNIOR HIGH SCHOOL SAN FRANCISCO Fall 19

Name of School _____ Semester _____

Pupil's Last Name _____ First Name _____ Grade _____ Home Room _____

PD	Course & Number	ROOM	1st Report		2nd Report		3rd Report		FINAL		Teacher's Signatures
			Sch.	Cit.	Sch.	Cit.	Sch.	Cit.	Sch.	Cit.	
1.	English	317	A	E	A	E	B+	E	A	E	C. Covey
2.	Social Studies	200	A	E	A	E	A	E	A	E	Raisner
3.	Health		A	S	A	S	A	F	A	E	R. Murro
4.	Math ()	314	A	E	A	E	A	E	A	E	Mr. Smith
5.											
6.	Science	207	A	E	A	E	A	E	A	E	Campbell
7.	Mechanical Draw	181	A	S	A	S	A	E	A	E	Nealy
Honor Points			+165		165		125				
Home Room Citizenship			E		E		E				
Days Absent			0		0		10				
Times Tardy											
Signatures:											
Home Room Teacher											
Principal											
Grade Counselor											

13-168-80-90M-7-1-54

1955 Report Card

Student: Lusby, John Jacob
Grade: 8
Year: 2014-15

	Q1	Q2	Q3	Q4
Present	32			
Absent	10			
Tardy	2			

Achievement Level	Converted Grade
4 Advanced	A 3.00 to 4.00
3 Proficient	B 2.50 to 2.99
2 Developing	C 2.00 to 2.49
1 Partial Development	D 1.00 to 1.99
0 No Development	F Below 1.00

8th Grade Language Arts	Q1	Q2	Q3	Q4
Grade	3.16=A			
Reads and comprehends literary fiction and non-fiction independently and proficiently.	4			
Compares, analyzes, and evaluates literary fiction and non-fiction through various mediums.	4			
Writes a variety of text types for the purpose of informing, supporting a claim, or writing a narrative of real or imagined experiences or events.	3			
Uses technology to research, build, and present knowledge including extended and short-time frame writing for a range of disciplines, specific tasks, purposes and audiences.	3			
Engages in, analyzes, and evaluates collaborative discussion, formal speaking, and real world information presented in diverse formats.	2			
Demonstrates command and use of the conventions of Standard English when writing, speaking, and reading.	3			

8th Grade Mathematics	Q1	Q2	Q3	Q4
Grade	3			
Analyzes and uses proportional relationships to solve multi-step ratio and percent problems.	4			
Applies and extends previous understandings of addition, subtraction, multiplication and division to perform operations with positive and negative rational numbers.	3			
Constructs and solves multi-step problems containing rational numbers by using properties of operations to generate equivalent expressions.	2			
Constructs and describes geometric figures and the relationships between them.	3			
Use random sampling and measures of central tendency to draw comparative inferences about two populations.	4			

8th Grade Science	Q1	Q2	Q3	Q4
Grade	3=A			
Knows and applies the concepts, principles, and processes of scientific inquiry.	4			
Understands fundamental principles and concepts of life science.	3			
Understands fundamental principles and concepts of physical science.	3			
Understands fundamental principles and concepts of earth science.	2			

8th Grade Music	Q1	Q2	Q3	Q4
Grade	3.66=A			
Reads and interprets traditional music notation in a varied repertoire.	4			
Sings or plays with expression and accuracy a variety of music representing diverse cultures and styles.	3			
Identifies and describes changes in elements and expressive qualities.	4			

2015 Report Card



Eastern York School District

“With Transparency Comes Empowerment”

Transparency
leads to...

Clear goals and **usable data** will help:

- Teachers teach
- Students learn
- Families engage

Informed people are
empowered people.



Why isn't *transparency* standard practice?

- The transition from a traditional, teacher-centered classroom is scary
 - *The teacher cedes control of outcomes, and their classrooms.*
- Standards for learning, while not new, are still abstract to many *educators*, let alone their students and their families
 - *Fear of letting others see what's behind the curtain.*
- There hasn't been clear means to this end. Positive intentions haven't resulted in scalable, actionable steps to realize transparency of learning.



“With Transparency Comes Empowerment”

Transparency
leads to...

Clear goals and **usable data** will help:

- Teachers teach
- Students learn
- Families engage

Informed people are
empowered people.

Empowerment,
which leads to...

Empowered Learners can
act on their interests and
readiness. True **student
choice**. True **ownership**.

Empowered **teachers can
facilitate**. “Guide on the
side rather than sage on
the stage”

Empowered **families can
help support learning**.



Redefining the Role



Empowered Parents



Eastern York School District

“With Transparency Comes Empowerment”

Transparency leads to...

Clear goals and **usable data** will help:

- Teachers teach
- Students learn
- Families engage

Informed people are
empowered people.

Empowerment, which leads to...

Empowered Learners can
act on their interests and
readiness. True **student
choice**. True **ownership**.

Empowered **teachers can
facilitate**. “Guide on the
side rather than sage on
the stage”

Empowered **families can
help support learning**.

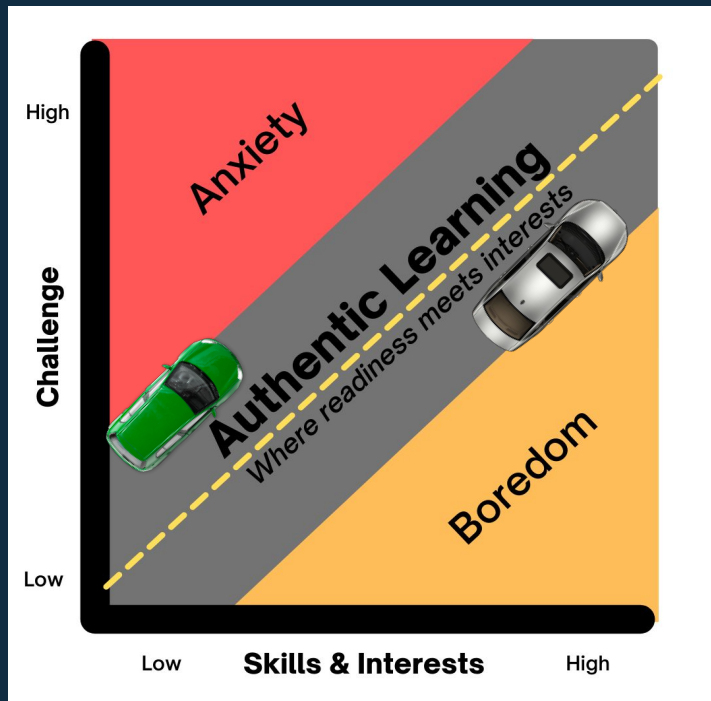
Authentic learning.

Students are most engaged
in *authentic learning* **at
the nexus of:**

- What **interests** them
- What they’re **ready
to learn** (*Goldilocks,
Optimal Flow, Zone
of Proximal
Development*)



Mastery Learning at the Nexus of Interests and Readiness



Bringing it Together



Skills that are seen as necessities for our students to come away with in order to contribute in a society whose advancement outpaces our foresight.



The Process

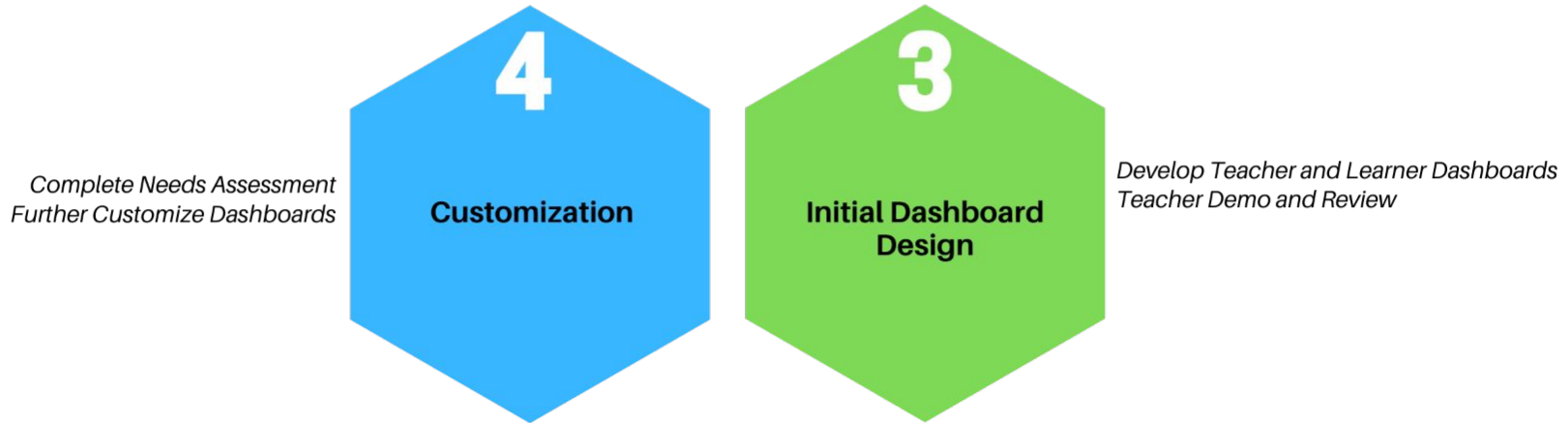


The Process

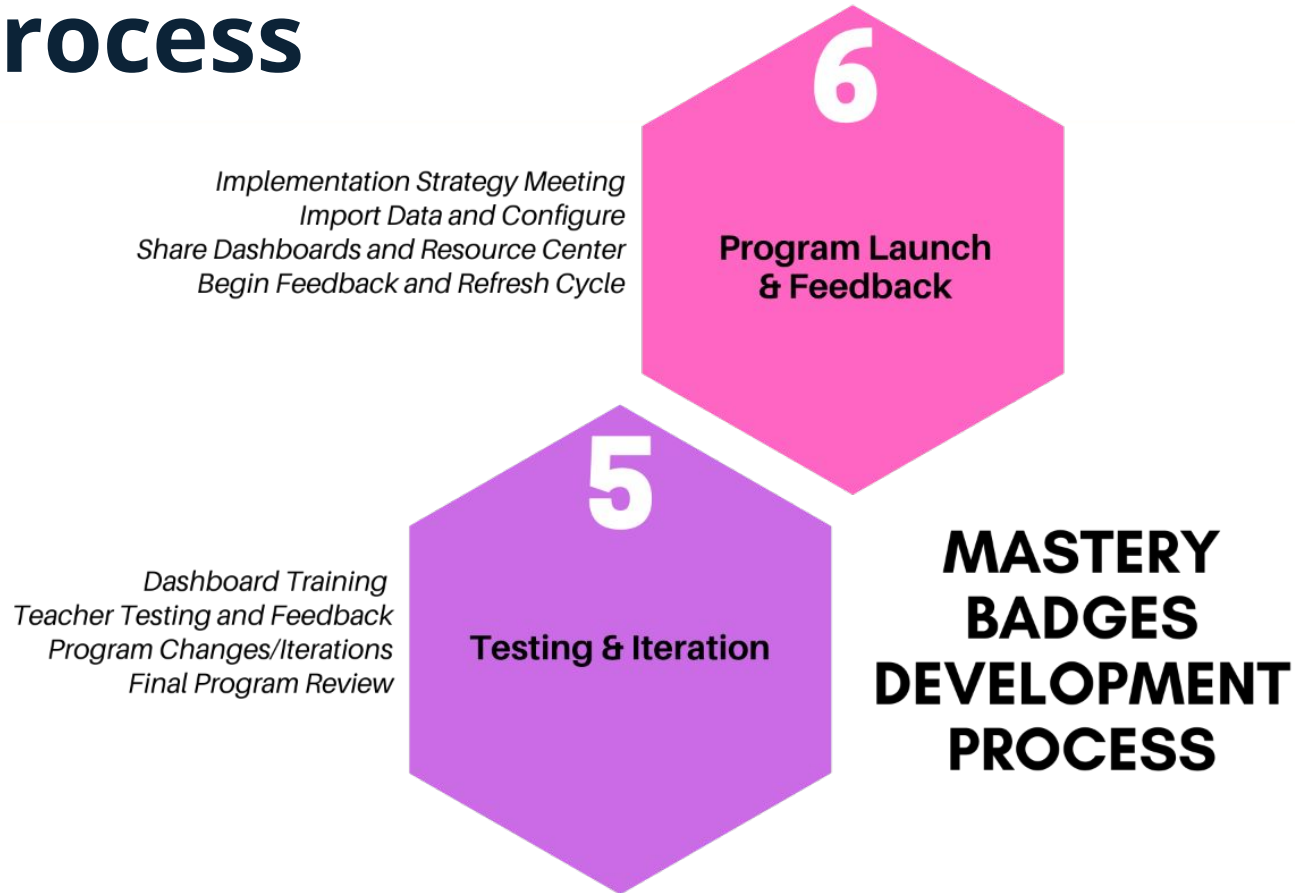


The Process

MASTERY BADGES DEVELOPMENT PROCESS



The Process



Transparency of Learner Profiles

Live and Connected

Student 1 Test 1


2000001

Teacher

CAN

K

Modern Learner Profile



EASTERN YORK SCHOOL DISTRICT


MASTERY BADGES

TEACHER DASHBOARD

LEARNING TO THE EDGES

LEARNER PROFILE

EXPLORER



Select a Student:

Student 1 Test 1

Name:

Student 1 Test 1








ID Number:	2000001
Grade:	K
Teacher:	Teacher
Building:	CAN

MASTERED: 4/27

IN PROGRESS: 4/27

NOT STARTED: 19/27

ELA BADGE MASTERY LEVELS

Identify Letters	Letter Sounds	Sight Words	CVC Words	CVCe Words	Concepts of Print	Emergent Reader
2	2	3	3	3	3	1
						




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Building a Learner Academic Profile

Students, Parents, and Teachers have live access to an interactive and 24/7 academic learner profile that is...

- Aligned to Mastery Targets, Standards, and Levels of Proficiency.
- Visual and Intuitive for everyone to navigate.
- Customizable to meet a multitude of needs.



EASTERN YORK SCHOOL DISTRICT

MASTERY BADGES

STUDENT DASHBOARD

LEARNING TO THE EDGES

LEARNER PROFILE

Student ID Number:

Grade:








Teacher:







MASTERED: 16/28

IN PROGRESS: 10/28

NOT STARTED: 2/28

BADGE MASTERY LEVELS

Letter Identification	Letter Sounds	Sight Words Level 1	Sight Words Level 2	Sight Words Level 3	Sight Words Level 4	CVC Words	CVCe Words
M	M	M	M	P	P	P	P
							
Identify Letters	Letter Sounds	Sight Words (1)	Sight Words (2)	Sight Words (3)	Sight Words (4)	CVC Words	CVCe Words

Concepts of Print	Ask/Answer Questions	Alike/Different	Making Connections	Key Details/Retelling	Reading Grade Level A
M	M	M	M	M	P
					
Concepts of Print	Ask/Answer Questions	Alike/Different	Making Connections	Key Details/Retelling	Emergent Reader

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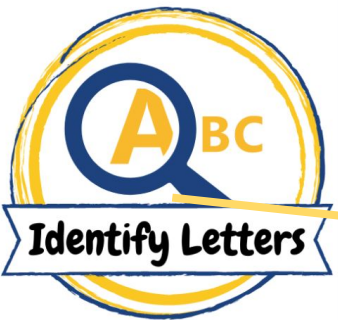
Eastern York School District

Eastern York School District
Wrightsville, Pennsylvania



Linked Family Resource Site


 Mastery Badge Learning Center



Badge Title: Identify Letters

Badge Goal(s): I can name assigned capital and lowercase letters.

Aligned Standard: CC.1.1 K.B Demonstrate




Badge Title: Ask/Answer Questions

Badge Goal(s): I can ask and answer questions about texts.

Aligned Standard: CC.1.2.K.B With prompting and



 EASTERN YORK SCHOOL DISTRICT
LEARNING PLAN

LEARNING PROGRESSION

Unit	Lesson	Learning Progression	Assessment	Notes

LEARN ABOUT IT
PARENTS OR ACTIVITIES TO LEARN THE CONCEPT

PRACTICE IT
PARENTS OR ACTIVITIES TO LEARN THE CONCEPT

EVIDENCE OF LEARNING
PARENTS OR ACTIVITIES TO LEARN THE CONCEPT

Assessment	Assessment



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Eastern York School District

Eastern York School District
Wrightsville, Pennsylvania



Tracking Academic Progress

Fully-Integrated and Customized tracking of student assessments and application skills provide measurable growth opportunities for students.

Examples:

- Letter ID
- Reading Level
- Writing Rubrics
- Growth Mindset

LETTER IDENTIFICATION TRACKING

TRACKING KEY:

YES

NOT YET

Identifying Capital Letters

Letter	Tracking	Letter	Tracking
A	YES	a	YES
B	YES	b	YES
C	YES	c	YES
D	YES	d	YES
E	YES	e	YES
F	YES	f	YES
G	YES	g	YES
H	YES	h	YES
I	YES	i	YES
J	YES	j	YES
K	YES	k	YES

Identifying Lowercase Letters

EMERGENT READING LEVEL



Mastery for Kindergarten is a Level C Guided Reading Score

MATH PROGRESS: 0-100

	Counting	Reading	Writing
0-100	YES	NOT YET	YES
0-75	YES	NOT YET	YES
0-50	YES	NOT YET	YES
0-25	YES	NOT YET	YES

TEACHER COMMENTS:

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Eastern York School District


Eastern York School District
Wrightsville, Pennsylvania



Tracking Academic Progress

Mastery Badge Reports

- Built in pacing guide
- Easy to read and interpret
- Annotated Scoring Guidelines
- Icon Badge Keys




EASTERN YORK SCHOOL DISTRICT

MASTERY BADGES

TEACHER DASHBOARD

LEARNING TO THE EDGES

LEARNER PROFILE
EXPLORER



Select a Student:

Name:





ID Number: 2000001

Grade: K

Teacher: Teacher

Building: CAN

MASTERY BADGE REPORT - LIST VIEW

Badge Name	Icon	I can...	Subject	Score	Pacing (MP)			
					1	2	3	4
Identify Letters		I can name assigned capital and lowercase letters.	ELA	2				
Letter Sounds		I can say the sounds of lowercase letters.	ELA	2				
Sight Words		I can read assigned sight words.	ELA	3				
CVC Words		I can read and write CVC words.	ELA	3				
CVCe Words		I can read and write CVCe words.	ELA	3				

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Eastern York School District

Eastern York School District
Wrightsville, Pennsylvania




Standards-Based and Kid-Friendly

Priority Standards and “I Can” Statements


I can...	Standard	
I can recognize that sentences are made up of words	CCSS.ELA-LITERACY.RF.K.1.a	Understand that words are separated by spaces in print.
I can distinguish letters from words	CCSS.ELA-LITERACY.RF.K.1.a	Recognize that spoken words are represented in written language by specific letters or groups of letters.
I can identify and produce simple rhyming pairs	CCSS.ELA-LITERACY.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
I can break down short words and say each sound by itself (CVC Words)	CCSS.ELA-LITERACY.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
I can recognize sight words introduced	CCSS.ELA-LITERACY.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
I can identify the uppercase alphabet by name	CCSS.ELA-LITERACY.RF.K.1.a	Recognize and name all upper- and lowercase letters of the alphabet.
I can identify the lowercase alphabet by name	CCSS.ELA-LITERACY.RF.K.1.a	Recognize and name all upper- and lowercase letters of the alphabet.
I can identify the consonants by sound	CCSS.ELA-LITERACY.L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
I can identify the short vowels by sound	CCSS.ELA-LITERACY.L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
I can identify the long vowels by sound	CCSS.ELA-LITERACY.L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
I can show that I know how books are meant to be read	CCSS.ELA-LITERACY.RF.K.1.a	Follow words from left to right, top to bottom, and page by page.
I can tell what an author and an illustrator do	CCSS.ELA-LITERACY.RL.K.6	With prompting and support, name the author and illustrator of a story and identify the story's main characters and setting.
I can retell a story I know using important details	CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.
I can read and understand stories at my level	CCSS.ELA-LITERACY.RF.K.4	Read emergent-reader texts with purpose and understanding.
I can form letters correctly	CCSS.ELA-LITERACY.L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.



Teacher Dashboard

EASTERN YORK SCHOOL DISTRICT																									
 MASTERY BADGES TEACHER DASHBOARD																									
LEARNING TO THE EDGES																									
Grade: Kindergarten										Subject Area: ELA															
Teacher: Teacher										Student Total: 25															
Student ID#	Last Name	First Name	0	1	2	3	4																		
2000001	Test 1	Student 1	0	1	0	0	13	LETTER IDENTIFICATION >	< SCORE	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2000002	Test 2	Student 2	0	0	0	14	0	LETTER SOUNDS >	< SCORE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000003	Test 3	Student 3	0	0	0	1	13	SIGHT WORDS >	< SCORE	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2000004	Test 4	Student 4	0	1	0	13	0	CVC WORDS >	< SCORE	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000005	Test 5	Student 5	0	1	0	0	13	CVCa WORDS >	< SCORE	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2000006	Test 6	Student 6	0	0	0	14	0	CONCEPTS OF PRINT >	< SCORE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000007	Test 7	Student 7	0	1	13	0	0	EMERGENT READER (ABC) >	< SCORE	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2000008	Test 8	Student 8	0	0	0	14	0	ASK/ANSWER QUESTIONS >	< SCORE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000009	Test 9	Student 9	0	0	1	13	0	ALIKE/DIFFERENT >	< SCORE	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000010	Test 10	Student 10	0	0	0	13	1	MAKING CONNECTIONS >	< SCORE	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000011	Test 11	Student 11	0	0	13	1	0	KEY DETAILS/RETELLING >	< SCORE	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2000012	Test 12	Student 12	0	1	0	13	0	NARRATIVE WRITING >	< SCORE	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000013	Test 13	Student 13	0	1	0	13	0	INFORMATIVE WRITING >	< SCORE	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2000014	Test 14	Student 14	0	1	0	13	0	OPINION WRITING >	< SCORE	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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						K	L	M	N	O	P		
LETTER IDENTIFICATION >						Letter Identification							
												N: 0	
												P: 0	
												M: 9	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	< SCORE	
						1	2	3	4				
						<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
						<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			1	
						<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			1	
						<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			1	



Eastern York School District

Eastern York School District
Wrightsville, Pennsylvania



Teacher Dashboard

Easy to use and customizable options for providing feedback to students using a built in comment engine.



COMMENT ENGINE

Student Dashboard Comments Made Easy

Code	Comment	ID#	Last Name	First Name	C1	C2	C3	C4	C5	Comment #1	Comment #2	Comment #3	Comment #4
1	Work habits are commendable.	2000001	Test 1	Student 1	1	2	3			Work habits are commendable.	Does quality work.	Exhibits high skill level.	
2	Does quality work.	2000002	Test 2	Student 2	3	4	5	6		Exhibits high skill level.	Good/excellent work to date.	Is creative.	Does more than required.
3	Exhibits high skill level.	2000003	Test 3	Student 3	3	4	5			Exhibits high skill level.	Good/excellent work to date.	Is creative.	
4	Good/excellent work to date.	2000004	Test 4	Student 4	5	6				Is creative.	Does more than required.		
5	Is creative.	2000005	Test 5	Student 5	4	5	6			Good/excellent work to date.	Is creative.	Does more than required.	
6	Does more than required.	2000006	Test 6	Student 6	4					Good/excellent work to date.			
7	Tries to do good work.	2000007	Test 7	Student 7									
8	Satisfactory work to date.	2000008	Test 8	Student 8									
9	Is very organized	2000009	Test 9	Student 9									
10	Participates in activities	2000010	Test 10	Student 10									
11	Shows insight	2000011	Test 11	Student 11									
12	Makes positive contributions	2000012	Test 12	Student 12									
13	Pays attention during class	2000013	Test 13	Student 13									

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Eastern York School District

Eastern York School District
Wrightsville, Pennsylvania



Bridge Name	Icon	Description	Start	End
Daily Math	Math icon	Students will practice adding and subtracting.	1/1	1/1
Daily Writing	Writing icon	Students will practice writing sentences.	1/1	1/1
Daily Reading	Reading icon	Students will practice reading words.	1/1	1/1
Daily Science	Science icon	Students will practice science concepts.	1/1	1/1
Daily Social Studies	Social Studies icon	Students will practice social studies concepts.	1/1	1/1
Daily Art	Art icon	Students will practice art concepts.	1/1	1/1
Daily Music	Music icon	Students will practice music concepts.	1/1	1/1
Daily Physical Education	Physical Education icon	Students will practice physical education concepts.	1/1	1/1
Daily Character Education	Character Education icon	Students will practice character education concepts.	1/1	1/1
Daily Health	Health icon	Students will practice health concepts.	1/1	1/1
Daily Safety	Safety icon	Students will practice safety concepts.	1/1	1/1

CUSTOMIZED DASHBOARDS

Interactive Mastery Dashboards are updated live so that parents, students, and teachers stay connected.

Interested in Connecting?



Joshua Korb

Co-Founder | Chief Developer
Master3DU | www.master3du.com
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The background is a dense collage of various photographs from the Aurora Institute Symposium 2019. The images show people in various settings: some are seated at round tables in a conference hall, others are standing and talking in small groups, and some are on stage. There are also images of people looking at laptops or presentations. The collage is overlaid with a semi-transparent blue filter. The Aurora Institute logo, featuring a stylized 'A' with a star, is visible in the top left corner of the collage.

AURORA INSTITUTE Symposium

OCTOBER 24 - 26, 2022 | VIRTUAL

Thank you for joining us!

Share Your Thoughts
Participate in our one-minute poll (link in chat box)

