




SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 24, 2022 | 1:15-2:15 PM ET

You've Designed Your Graduate Profile. What's Next? **Learners Bringing it to Life**

PRESENTERS:

- Susan Bell, Mastery Transcript Consortium
- Gwyneth Connell, Pomfret School
- Cory Steiner, Northern Cass School District
- Tom Klapp, Northern Cass School District





MTC is a national nonprofit membership organization that helps make mastery learning—or competency-based education—available to all learners. Because this approach does not generate traditional metrics, we co-create uniquely flexible and scalable learning records to solve the challenge of credentialing.

PASSION LED US HERE

MTC accelerates equitable access to and widespread implementation of mastery learning models, empowering students to showcase competencies and share evidence of their learning.

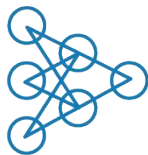


MTC

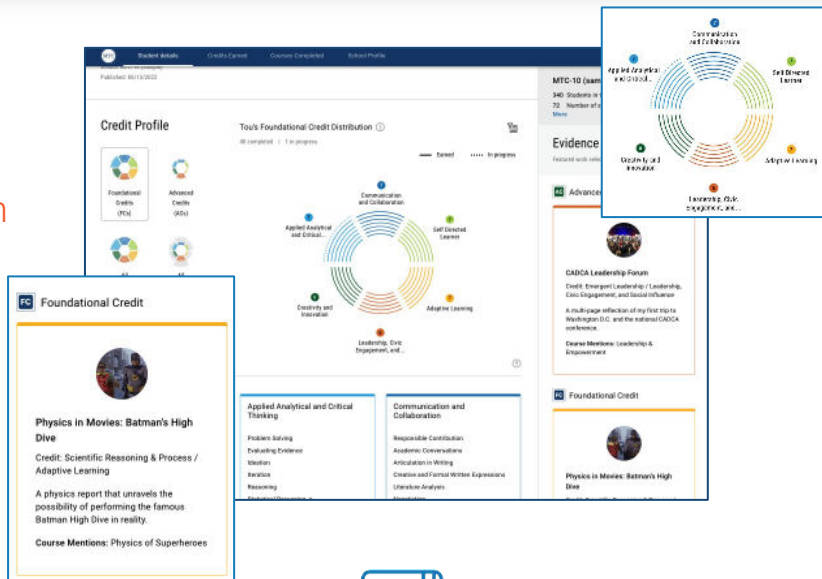
Innovative schools require innovative records that empower learners to tell their stories.



Project & Problem
Based Learning



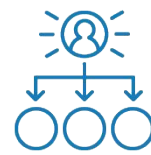
Self-Directed and
Personalized Learning
Paths



Mastery Learning
& Grading



Interdisciplinary
Learning



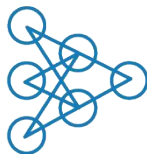
Durable Skills,
Meta-cognitive skills,
Profile of a Graduate
Competencies



... but our existing systems of crediting and assessment are constraints for innovation.



Project & Problem
Based Learning



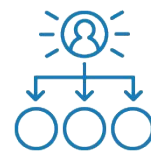
Self-Directed and
Personalized Learning
Paths

SOUTH ACADEMY CHARTER HIGH SCHOOL - THE STUDENT									
SCHOOL INFORMATION					STUDENT INFORMATION				
SCHOOL ADDRESS: 2330 S. 1st St., Suite 100, Phoenix, AZ 85025 PHONE NUMBER: 602-955-1211 EMAIL ADDRESS: southacademy@gmail.com HOURS OF BUSINESS: 7:00-5:00 PM					STUDENT NAME: [Redacted] STUDENT ADDRESS: 123 Main Street, Phoenix, AZ 85025 PHONE NUMBER: 602-955-1211 EMAIL ADDRESS: southacademy@gmail.com				
ACADEMIC RECORD									
SCHOOL YEAR 2005-2006		GRADE LEVEL 9 th		SCHOOL YEAR 2007-2008		GRADE LEVEL 10 th			
Course Title	English 9	Grade	Final Grade	Course Title	English 10	Grade	Final Grade		
Final Grade	A			Final Grade	B				
Attendance	100%			Attendance	95%				
Behavior	Good			Behavior	Good				
Grading	C			Grading	C				
Learning	A			Learning	A				
Logic	A			Logic	A				
Math	B			Math	B				
Reading	A			Reading	A				
Science	A			Science	A				
Social Studies	A			Social Studies	A				
Writing	A			Writing	A				
Art	A			Art	A				
Music	A			Music	A				
Physical Education	A			Physical Education	A				
Health	A			Health	A				
Other	A			Other	A				
SCHOOL YEAR 2008-2009		GRADE LEVEL 11 th		SCHOOL YEAR 2009-2010		GRADE LEVEL 12 th			
Course Title	English 11	Grade	Final Grade	Course Title	English 12	Grade	Final Grade		
Final Grade	A			Final Grade	A				
Attendance	100%			Attendance	95%				
Behavior	Good			Behavior	Good				
Grading	C			Grading	C				
Learning	A			Learning	A				
Logic	A			Logic	A				
Math	B			Math	B				
Reading	A			Reading	A				
Science	A			Science	A				
Social Studies	A			Social Studies	A				
Writing	A			Writing	A				
Art	A			Art	A				
Music	A			Music	A				
Physical Education	A			Physical Education	A				
Health	A			Health	A				
Other	A			Other	A				
ACADEMIC SUMMARY				GRADING SCALE		NOTES			
Cumulative GPA: 3.5				90 - 100 = A		* Cumulative GPA is calculated using all courses completed at South Academy High School.			
Graduation: 28 C				80 - 89 = B		* Cumulative GPA is calculated using all courses completed at South Academy High School.			
Diploma earned: yes				70 - 79 = C		* Cumulative GPA is calculated using all courses completed at South Academy High School.			
Graduation date: 6/10/2010				60 - 69 = D		* Cumulative GPA is calculated using all courses completed at South Academy High School.			
				50 - 59 = F					

Only use these tags: `math`, `math display="block"`,



Interdisciplinary
Learning



21st Century Skills,
Meta-Cognitive Skills,
"Durable Skills"



Mastery Learning
& Grading

MTC



Learning Targets

- I can describe the different ways that schools have approached integrating their graduate profile competencies within their learning model.
- I can develop plans for supporting learners in progressing towards mastery of our graduate profile competencies.
- I can incorporate learner voice in the design and development of our school's plan for bringing the graduate profile to life.

Panelists for Today's Discussion

Tom Klapp

Director of Personalized Learning
Northern Cass School District



Gwyneth Connell

Director of the Grauer Institute
Pomfret School



Cory Steiner

Superintendent
Northern Cass School District





Describe the **process** your school/district, has undertaken, together with learners, to build, share and integrate your school's Graduate or Learner Profile.



A glass funnel is pouring a vibrant purple liquid into a clear glass flask. The liquid is captured mid-pour, creating a smooth, continuous stream. The background is slightly blurred, focusing attention on the pouring action.

Northern Cass: Multiple Years of Refinement

- Attributes (A CALL to Greatness)
 - **A**ccountability
 - **C**ommunication
 - **A**daptability
 - **L**eadership
 - **L**earner's Mindset
- Competencies
 - Commitments, Goal-Setting, Time Management, Owning Learning, Responsibility, and Values



Pomfret School: Two Weeks in December 2021

- Faculty feedback on original PotG
- Senior admin draft: adjectives and nouns
- Academic leadership refinement exercise
- Final draft: verbs and adverbs!
- The Pomfret Graduate...
 - Learns with curiosity and integrity
 - Engages inclusively with the community
 - Communicates purposefully
 - Navigates challenges strategically
 - Creates authentically
 - Leads and collaborates with humility
 - Cultivates habits of wellbeing



Reactions/Questions

In the chat, please respond to the following:

- What did you hear in the two explanations?
- Where do you see similarities and differences in these two unique contexts moving to a personalized, competency-based learning model?

A close-up photograph of a person's hand holding a book. The hand is wearing a black wristband with a white, abstract, paint-like design. The background is a blurred bookshelf with various books.

Verifying Mastery

What processes or systems have you developed for **verification** of learner mastery for each competency within the PoG?

How do faculty work with one another or within certain departments, groups, advisories, etc. to **verify mastery**?

What role do learners have in the **verification** process?

Pomfret's MLR: Who Clicks the Button?

Portfolios

- Teachers approve elements; academic office counts.

Standards

- Teachers report competency achievement; academic office confirms.

Self-Assessed

- Student claims competency; advisor confirms

External / Quantitative

- Self-evident; student reports and academic office confirms

Portfolio Submission Course-Based Standards Self-Assessed/Faculty-Confirmed External/Quantitative Criteria

Learns with Curiosity & Integrity

Excellence in this category indicates a student with an authentic intellectual curiosity about at least one thing – and probably many things. This student is a self-directed seeker of knowledge with an infectious enthusiasm for learning.

Foundational

Scientific Foundations

Mathematical Foundations

Historical Foundations

Information Literacy

Text Analysis

Advanced

Evaluating Evidence

Oral Fluency

Original Research

Adaptive Learning

Advanced Written Mechanics

Published Scholarship

STEM Exploration Certificate

Sustainability Certificate

MTC

Northern Cass: When Do Learners Show?

Capstone

- Senior Year
- Final Evaluation
 - By Committee

Standards

- By Course
- Educator Reported

Defense of Learning

- Gateway Projects
- Growth and Feedback Focused
- Evidence can come from variety of sources.



Reactions/Questions

In the chat, please respond to the following:

- What systems already exist in **your own school** for integrating a graduate profile into your school's learning and teaching goals?
- If none, what opportunities did you hear from presenters that you may be able to envision and implement at your school?
- In what ways can learners lead the mastery verification process?



Successes and Challenges

What aspects of implementing the POG have been relatively **smooth**? Which aspects have been **challenging**?

What **tools and system-wide support** do you use to address those challenges to make the work more manageable for learners and educators?

Pomfret: Too Soon to Tell?

Smooth

- The PotG itself
- Decision to transition via Mastery Learning Record
- Timing of new info

Challenging

- Canvas implementation
- Thoughtful SBG rollout
- Confusing in different ways for different stakeholders

Northern Cass: Content Is Still King

Smooth

- Collective Understanding
- Capstone Development

Tools/Systems

- LMS
- School Vision and Goal

Challenging

- People see it as 'one more thing'
- Need to create explicit lessons to teach them (misconception)
- Collective Efficacy



Questions?



MASTERY
TRANSCRIPT
CONSORTIUM®



Closing and final thoughts

What's **one piece of advice** you would provide to our attendees on how to get started, continue, or bring to life their PoG?



For More Information on MTC

Susie Bell

Senior Director of Member School Engagement

bell@mastery.org

www.mastery.org

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. 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)

