Leading Across Schools: 
Co-Creating a Competency Roadmap
NAIS 2020

- Derek Kanarek (@dkanarek) - Catlin Gabel School 
- Julia Griffin (@JuliaGriffin) - The Mastery School of Hawken 
- Mike Peller (@MichaelPeller) - The White Mountain School 
- Regan Galvan (@ReganGalvan) - Vistamar School 
- Terry Yamamoto-Edwards - Punahou School 
- Zac Carr - Nueva School
MTC Schools led to MTC Friends

March 2016

Catlin Gabel

April 2016

Hawken

March 2017

Nueva School

April 2018

Site Director Meeting
November 2018

Nueva School

“MTC Friends”

October 2019

2020
What is Mastery-Based or Competency-Based Learning?

- A new paradigm in which teaching, curriculum, and assessment are primarily organized so that students develop essential transdisciplinary skills and understandings over their time in school.

- We are using the terms mastery-based and competency-based learning interchangeably here, even though there are differences.
Our Group Structure

- **Monthly 1-hour Zoom calls**, scheduled via Doodle poll

- Established norms and protocol
  a.  Check-ins [15 mins]
  b.  Deep Dive for one person’s work, using **Critical Friends Protocol**. Feedback only on areas requested. [30 min]
  c.  Laser feedback/Open discussion [15 min]

- Google Team Drive to share and store resources
Plan for Today

Part 1: Introductions & Opening activity

Part 2: Three vignettes showing different roadmaps/paths to competency-based learning [20 min]

Part 3: Q & A with the Panel [20 min]

After Session: Gallery Walk with artifacts & chance for individual dialogue
Who we are

Vistamar School
El Segundo, CA
Director of Teaching & Learning

White Mountain School
Bethelehem, NH
Asst Head for Teaching & Learning

The Mastery School of Hawken
Gates Mills, OH
Director of The Mastery School

Catlin Gabel
Portland, OR
Upper School Academic Dean

Regan Galvan
Vistamar School
El Segundo, CA
Director of Teaching & Learning

Terry Yamamoto-Edwards
Punahou School
Honolulu, HI
Science Teacher & College Counselor

Julia Griffin
The Mastery School of Hawken
Gates Mills, OH
Director of The Mastery School
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White Mountain School
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Asst Head for Teaching & Learning

Regan Galvan

The Mastery School of Hawken
Gates Mills, OH
Director of The Mastery School

Terry Yamamoto-Edwards

Punahou School
Honolulu, HI
Science Teacher & College Counselor
Nourishment
Support
Inspiration
Fuel for the Journey
18-19/19-20 Think tank: Grading & Feedback

19-20 Pro-grow Focus: Feedback

19-20 Subject Study: Curricular Evolution

SBG Pilot

Partnerships: MTC & Challenge-Success

TLC: Opt in Lunch & Learns

Looking ahead: Strategic Plan & Portrait of a Graduate

1:1 Backwards Design Coaching
Why are you here?
What are you hoping to gain from this session?

Partner Check in
Three Vignettes

- “Year Two of the CBL Journey” at Punahou School, with Terry Yamamoto-Edwards
- “Prototypes and Beta-testing” at The White Mountain School, with Mike Peller
- “Starting a Mastery School” at Hawken School, with Julia Griffin
Punahou School
Honolulu, Hawaii

*K-12 ,3700 students

*179 year history

*Academy: grades 9-12
   (1700 students)

*175 faculty in Academy

*CBL only piloted in Academy
Punahou School’s CBL Journey

2014
- Aims of a Punahou Education created by School Head

Jan 2017
- G-Term intercession started

June 2018
- Faculty Annual Report

Nov 2018
- Portrait of a Graduate Exercise

July 2019
- Developed Competency Architecture

Aug 2019
- Pilot CBL courses begin

Fall 2019
- Parent Concerns

2020
- Parent-Teacher Lunch & Class Observations Invitation

2020
- Portrait of a Graduate Exercise

July 2019
- Developed Competency Architecture

Aug 2019
- Pilot CBL courses begin

Fall 2019
- Parent Concerns
Annual Report Follow-Up/ Class Observations
September 2018 - April 2019

New Assistant Principal observed every Academy Dept. for a total of 100+ hours.

a) Noted what she saw happening in each classroom
b) Connected observations to teachers’ Annual Reports/ Learning Objectives
c) Translated what she observed in terms of competency language

To Note:
Validating what each teacher already does

Translating into competency language helped teachers see what they are already doing but in terms of a different learning framework.
Increased Awareness of Mastery Transcript Consortium
School Year 2018 - 2019

* 2 GOA (Global Online Academy) consultants for entire year

* Mastery Team (Principals & 6 faculty) to develop strategic plan for implementation

* Handful of teachers explored Mastery Based Learning (separately)
Portrait of a Graduate Exercise
November 2018

Portrait of a Graduate Design Challenge Activity!
Input from all 300 K-12 faculty, Academy Department chairs, Administrators, Trustees & some students

Your group’s challenge:

Create a Portrait of a Graduate for Punahou!

What qualities are most important for us to develop in our students?
From Portrait of a Graduate, we identified our 8 Competency Areas:

- Collaborate
- Communicate
- Create
- Embrace Challenge
- Empathize
- Engage with Global Perspective
- Honor Self and Place
- Think Critically
Transdisciplinary set of **50 Competencies** created for grades 9-12

All CBL pilot courses asked to:
*Choose* from these **50 competencies**

*Use Single Point Rubric system* of assessment

*Use new **Student Competency Dashboard**
## Competencies in CBL Biology

### 8 “Domains” in Biology this semester

<table>
<thead>
<tr>
<th>Domains (6)</th>
<th>Competencies (7)</th>
<th>Descriptors (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate</td>
<td>Collaborate B. Students can contribute meaningfully to the group processes of idea generation and task completion to achieve a common goal.</td>
<td>2. I contribute ideas and engage fully when working with my group.</td>
</tr>
<tr>
<td>Communicate</td>
<td>Communicate B. Students can represent their thought processes and ideas using written, verbal, or visual communication techniques to both enhance and express their own understanding.</td>
<td>4. I create a clear written, verbal, or visual representation of my understanding.</td>
</tr>
<tr>
<td>Embrace Challenge</td>
<td>Embrace Challenge A. Students can develop strategies to improve growth and learning.</td>
<td>1. I use reflection to monitor my current level of understanding or performance and identify growth areas.</td>
</tr>
<tr>
<td>Empathize</td>
<td>Empathize A. Students can demonstrate curiosity and sensitivity for cultures and identities other than their own.</td>
<td>4. I explore, consider, and am respectful of the perspective of others.</td>
</tr>
<tr>
<td>Honor Self &amp; Place</td>
<td>Honor Self &amp; Place F. Students can align their behaviors and decisions to preserve and protect the environment.</td>
<td>4. I explore the relationships between organisms in their environment, especially in Hawaii.</td>
</tr>
<tr>
<td>Think Critically</td>
<td>Think Critically A. Students can analyze information to draw conclusions.</td>
<td>1. I utilize reading or research skills to enhance my understanding of ideas, concepts, and events.</td>
</tr>
<tr>
<td>Think Critically C. Students can utilize a systematic approach to solve problems.</td>
<td>2. I organize, sort, and prioritize information.</td>
<td></td>
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<tr>
<td>Think Critically G.</td>
<td></td>
<td>4. I apply an accurate understanding of concepts as I evaluate my work or draw conclusions.</td>
</tr>
</tbody>
</table>

### 10 “Descriptors” students working on this semester

- **Collaborate B.** Students can contribute meaningfully to the group processes of idea generation and task completion to achieve a common goal.
- **Communicate B.** Students can represent their thought processes and ideas using written, verbal, or visual communication techniques to both enhance and express their own understanding.
- **Embrace Challenge A.** Students can develop strategies to improve growth and learning.
- **Empathize A.** Students can demonstrate curiosity and sensitivity for cultures and identities other than their own.
- **Honor Self & Place F.** Students can align their behaviors and decisions to preserve and protect the environment.
- **Think Critically A.** Students can analyze information to draw conclusions.
- **Think Critically C.** Students can utilize a systematic approach to solve problems.
- **Think Critically G.** Students can apply an accurate understanding of concepts as they evaluate their work or draw conclusions.

**10 “Descriptors” students working on this semester:**

- I contribute ideas and engage fully when working with my group.
- I create a clear written, verbal, or visual representation of my understanding.
- I use reflection to monitor my current level of understanding or performance and identify growth areas.
- I explore, consider, and am respectful of the perspective of others.
- I explore the relationships between organisms in their environment, especially in Hawaii.
- I utilize reading or research skills to enhance my understanding of ideas, concepts, and events.
- I organize, sort, and prioritize information.
- I apply an accurate understanding of concepts as I evaluate my work or draw conclusions.
<table>
<thead>
<tr>
<th>&quot;Domains&quot;</th>
<th>&quot;Competencies&quot;</th>
<th>&quot;Descriptors&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor Self &amp; Place</td>
<td>Honor Self &amp; Place F.</td>
<td>4. I explore the relationships between organisms in their environment, especially in Hawaii.</td>
</tr>
<tr>
<td></td>
<td>Students can align their behaviors and decisions to preserve and protect the environment.</td>
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<tr>
<td>Think Critically</td>
<td>Think Critically A.</td>
<td>1. I utilize reading or research skills to enhance my understanding of ideas, concepts, and events.</td>
</tr>
<tr>
<td></td>
<td>Students can analyze information to draw conclusions.</td>
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<tr>
<td>Think Critically</td>
<td>Think Critically C.</td>
<td>1. I use experimentation, observation, or questioning to gather information.</td>
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<tr>
<td></td>
<td>Students can utilize a systematic approach to solve problems.</td>
<td>2. I organize, sort, and prioritize information.</td>
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<td>4. I apply an accurate understanding of concepts as I evaluate my work or draw conclusions.</td>
</tr>
</tbody>
</table>
Our IT Dept. created a **Student Competency Dashboard**
Summer 2019

"Descriptors" across top row

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Link</th>
<th>Collaborate</th>
<th>Communicate</th>
<th>Embrace Challenge</th>
<th>Empathize</th>
<th>Honor Self and Place</th>
<th>Think Critically</th>
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<tbody>
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</table>

**Single Point Rubric**

- Green = Yes, you’ve demonstrated competence
- Yellow = Not yet

Assignments down side
### How Competencies Convert to Letter Grade:

#### Descriptors per Assignment

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>DON-DO</th>
<th>Collaborate</th>
<th>Communicate</th>
<th>Embrace Challenge</th>
<th>Develop</th>
<th>Honor Self and Place</th>
<th>Think Critically</th>
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<td>2</td>
<td>Restriction Enzyme Activity Conclusion</td>
<td>Y</td>
<td>Y</td>
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<td>SMART Goals</td>
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<td>4</td>
<td>Organization of DNA Sequencing Protocol</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>5</td>
<td>Is there a gene for that?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>6</td>
<td>Valid vs. CRAPPY resources</td>
<td>Y</td>
<td>Y</td>
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<td>Gene Mini Project</td>
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<td>Quarter 1 Survival Assessment</td>
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<td>Project Step 1</td>
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<td>16</td>
<td>Collaboration Commentary - 1st Semester</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Look down each Descriptor column and determine if you think you have exhibited competence in this Descriptor so far (see bullet points below for help). Put a Y or N at the bottom of each column.

- COL B2
- COM B3
- COM B4
- EMC A1
- EMP A1
- HSP A1
- HSP A2
- THC A1
- THC A3
- THC C2
- THC C4

#### Biology Quarter 2 Interim Time Grade Estimate

**13.13 by**

- As of Nov. 11, there are exhibits for 9 Descriptors that have 2 or more opportunities for practice.
- Grade Conversion Chart below differs from Biology syllabus due to current # of Descriptor opportunities. This will NOT be the Semester Grade Conversion criteria, but it works the same way.
- For now, I’m not including Embrace Challenge A1 or Empathize A1, will have more chances for these 2 Descriptors per Q2 Project.
- More weight given to most recent assignments due to feedback and expected progress over time. Yellow then green = green (Yes); Green then yellow = yellow (Not Yet): If only 1 yellow & 1 green, don’t count as Y or N

<table>
<thead>
<tr>
<th>Estimated Letter Grade</th>
<th>Minimum Exhibited Competence Needed (out of 9 Descriptors)</th>
<th>Further Requirements</th>
<th>#</th>
<th># Think Critically</th>
<th># Not Yet =</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>Exhibited Competence of 8 Descriptors</td>
<td>(3 must be from Think Critically)</td>
<td>8</td>
<td>3</td>
<td>B+</td>
</tr>
<tr>
<td>A+</td>
<td>Exhibited Competence of 7 Descriptors</td>
<td>(3 must be from Think Critically)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Exhibited Competence of 6 Descriptors</td>
<td>(2 must be from Think Critically)</td>
<td>2</td>
<td></td>
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<tr>
<td>B+</td>
<td>Exhibited Competence of 5 Descriptors</td>
<td>(1 must be from Think Critically)</td>
<td>1</td>
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<tr>
<td>C-</td>
<td>Exhibited Competence of 4 Descriptors</td>
<td>(1 must be from Think Critically)</td>
<td>1</td>
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</tr>
<tr>
<td>C+</td>
<td>Exhibited Competence of 3 Descriptors</td>
<td>(1 must be from Think Critically)</td>
<td>3</td>
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<tr>
<td>D range</td>
<td>Exhibited Competence of 1 - 2 Descriptors</td>
<td>8, or missing 2 + assignments</td>
<td>8</td>
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<tr>
<td>F</td>
<td>Exhibited Competence of 0 Descriptors</td>
<td></td>
<td>0</td>
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</tr>
</tbody>
</table>

Descriptors I should focus on for remaining 3 cycles & Q2 Project:
Pilot Courses using CBL
2019 - 2020

To Note:
6% of our courses are piloting CBL

CBL courses involving:
30 faculty (out of 175)
900 students (out of 1700)

Core: Biology, Chemistry, Global Sustainability by Design, & AP Statistics
Electives: Visual Storytelling, Bias Studies, Voyaging, Anatomy, & Neuroscience
# Key Roles/ Stakeholders

## Punahou School Timeline for Implementing Competency-Based Learning

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Leadership Team</strong></td>
<td><em>Team of 8 faculty/admin worked with 2 GOA consultants for entire year (6 full day retreats)</em>&lt;br&gt;<em>Reviewed/Approved 4 new course proposals</em>&lt;br&gt;<em>Developed Educator Competencies</em>&lt;br&gt;<em>Attended MTC Site Director meeting</em>&lt;br&gt;<em>Presented about MTC/CBL to all Junior School faculty in early Feb.</em>&lt;br&gt;<em>Led meetings to generate Punahou Portrait of a Graduate</em> (first with Dept. Chairs, then with all faculty)&lt;br&gt;<em>Infographics on CBL resources shared with faculty</em></td>
<td><em>Developed Academy Competency Architecture</em>&lt;br&gt;<em>Principal &amp; Assistant Principal continued CBL leadership</em>&lt;br&gt;<em>Continued MTC Friends Cohort (monthly Zoom call check-ins)</em></td>
<td></td>
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<tr>
<td><strong>Faculty</strong></td>
<td><em>Reviewed MTC for Academy faculty start of year</em>&lt;br&gt;<em>Faculty proposed 12 new CBL courses</em>&lt;br&gt;<em>Chemistry, English 1, Anatomy piloted CBL</em>&lt;br&gt;<em>Created Punahou Portrait of a Graduate</em></td>
<td><em>Developed CBL based curriculum for specific courses (Learning Fellowships given)</em>&lt;br&gt;<em>IT Dept. developed Student Competency Dashboard</em></td>
<td><em>Pilot courses teaching with Competency Architecture &amp; Single Point Rubrics</em>&lt;br&gt;<em>All Academy meeting in Cohorts once/month focused on one educator Competency</em>&lt;br&gt;<em>All Academy CBL update meeting in Dec.</em>&lt;br&gt;<em>CBL Faculty required to provide letter grade estimates on report cards starting in Quarter 3</em>&lt;br&gt;<em>No new CBL core courses can be proposed for next year</em></td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td><em>English 1 (Poetry Drama) students (all 6th graders)</em>&lt;br&gt;<em>Chemistry (1/2 of all 9th graders)</em>&lt;br&gt;<em>Anatomy</em> (elective with 40 students)</td>
<td></td>
<td><em>CBL Orientation sessions will be offered to students in early Fall &amp; early Spring</em>&lt;br&gt;<em>No new CBL core courses will be offered</em></td>
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<tr>
<td><strong>Parents</strong></td>
<td></td>
<td><em>Intro Letters 1</em> sent home with course syllabi*&lt;br&gt;<em>Small group parent meetings with new President</em>&lt;br&gt;<em>Email clarification &amp; updates sent Oct &amp; early Feb</em>&lt;br&gt;<em>PFA lunch round table talks with 100 parents &amp; 15 faculty</em>&lt;br&gt;<em>Video 1 of PFA lunch posted</em>&lt;br&gt;<em>FAQ published 2</em>&lt;br&gt;<em>Parent CBL class observations offered (Feb – April)</em>&lt;br&gt;<em>Results of Students surveys will be made available to parents in Spring</em>&lt;br&gt;<em>New CBL course featured on local news</em>&lt;br&gt;<em>Information sessions offered in late Spring re: CBL</em>&lt;br&gt;<em>Independent Experts in K-12 and Higher Ed invited to evaluate our practices &amp; share insights with parents</em>&lt;br&gt;<em>Planned Parent Surveys given at end of school year</em></td>
<td></td>
<td></td>
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</tbody>
</table>
New Comprehensive Communication Strategy for Parents
Jan. 2020

Parent Faculty Association Lunch:
1 teacher per 10 parents (100 parents)
Round table lunch
Format: Why, How, Benefits

Open Classroom Observations
15 sessions offered to parents

Competency Based Learning (CBL)
Parent Information Sessions

We invite parents to attend CBL sessions led by Dr. Emily McComber or Dr. Sally Mingarelli and joined by one of Punahou’s Academy Department Heads.

In each session, you’ll learn about the CBL academic framework, its alignment with the Aims of a Punahou education, and how it is being implemented in classrooms. You’ll also have the opportunity to observe CBL instruction that highlights teaching practices and maps the competency architecture.

Space will be limited to 30 seats per session. Registration and more information will be coming soon.
What We’d Do Differently/ Suggestions

**Parents**
* Involve parents earlier

* Clear articulation of benefits to student learning (& how college prep)

**Students**
* Clearer explanation to students (of new grading, personalized learning, & how college/ life prep)

* Student Competency Dashboard crucial to transparency, progress, & helping to ease stress/ ambiguity
Fall 2018:

Terry: “I’m not sure how to imagine this in my Anatomy course ... Don’t even know what questions to ask!”

Fall 2019:

Terry: “Change is hard...Here’s our current situation...”
Mission-Driven Assessment: Prototypes and Beta-tests

June 2018
Mission-Driven Assessment:
Prototypes and Beta-tests
THE WHITE MOUNTAIN SCHOOL

Essential Skills and Habits

Research Skills
- Engaged learners can identify relevant issues, debates and open questions.
- They are adept at accessing, evaluating and incorporating a wide variety of information resources.
- They arrive at original conclusions or arguments based on evidence.

Critical Thinking Skills
- Engaged learners think systematically and logically.
- They comprehend, analyze, synthesize and interpret knowledge and information.
- They effectively assess the soundness of an argument.

Communication Skills
- Engaged learners express ideas with clarity, conciseness and grace.
- They write with correct grammar, mechanics and citations.
- They write well-structured papers that come to logical conclusions.
- They deliver engaging, informative presentations.

Quantitative Reasoning Skills
- Engaged learners are adept at describing and interpreting ideas with equations and graphs.
- They can analyze and explain quantitative data.
- They are comfortable using mathematical tools for problem-solving.

Organizational Skills
- Engaged learners have good time management practices.
- They are effective at setting short- and long-term goals.
- They organize their physical and digital workspaces.

Study Skills
- Engaged learners have effective strategies for taking and organizing notes.
- They have strong reading skills.
- They know how to prepare for and take examinations.

Curiosity
- Engaged learners use questions to drive their learning.
- They frame questions well.
- They explore ideas with purpose and enthusiasm.

Reflection
- Engaged learners are aware of their current level of understanding.
- They reflect on successes and challenges.
- They use feedback to improve work.
- They understand that ability and competence grow with effort.

Collaboration
- Engaged learners welcome spirited dialogue about ideas.
- They participate successfully on teams and in study groups.
- They communicate openly with teachers and advisors.

Persistence
- Engaged learners pursue inquiry as a dynamic and recursive experience.
- They work with precision and accuracy.
- They persevere when presented with a novel, difficult or ambiguous task.
- They are confident with the problem-solving, experimental and inquiry processes.

REFERENCES
Mission:
We are a school of inquiry and engagement.

**Essential Skills**
* Research  
* Critical Thinking  
* Communication  
* Quantitative Reasoning  
* Decision-Making

**Essential Habits:**
* Curiosity  
* Reflection  
* Collaboration  
* Persistence
Critical Thinking Skills

- Engaged learners think systematically and logically.
- They comprehend, analyze, synthesize and interpret knowledge and information.
- They effectively assess the soundness of an argument.

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<th>Strengths</th>
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<td>CT2 Analysis: I can evaluate and/or compare intentions, arguments, logic, or tools used in another person’s work, recognizing potential bias.</td>
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<tr>
<td>CT3 Argument: I can create and support a focused, logical argument, recognizing potential bias.</td>
<td></td>
<td></td>
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<tr>
<td>CT4 Self Awareness: I can describe the ways in which my life experiences and social identifiers have informed my ideas and opinions and recognize the ways in which my experiences compare to others.</td>
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<td></td>
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</tbody>
</table>
Summer of 2018

: “Sorry. It’s not you. It’s me.”

: “Wait! We saw the list.”
2018 - 2019:
Measurement is a proxy for values

Critical Thinking Skills

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Geometry - GEO (B) 84.30%
3 | Fall Semester | Upper School
Read Course Description

Spanish I - SPI-2 (E) 63.42%
Music Room | Fall Semester | Upper School
Read Course Description

See grade detail
THE WHITE MOUNTAIN SCHOOL

IDENTIFY
- Teacher identifies key competencies they want students to learn in their class

DESIGN
- Teacher designs learning experiences that call on students to use those competencies

INFORM
- Kids know in advance of the experience the competencies that will be assessed

PRACTICE
- Kids engage in learning experience, and receive targeted feedback on the respective competencies

REVISE
- Students have multiple opportunities to incorporate the feedback and practice the competencies on future assignments

GRADE
- Grade is generated from the average of their respective scores in all of the competencies

Mission-Driven Assessment
Summer of 2019
At the Assignment Level

Feedback and grades based on competencies

Gradebook captures multiple competencies per assignment
Fall of 2019-2020: Semester 1 Grades

Feedback on competencies is PRESERVED

Information on *next steps* is not AVERAGED away

---

### Grade Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Grade</th>
<th>Current Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>0.2</td>
<td>6</td>
</tr>
<tr>
<td>A</td>
<td>0.2</td>
<td>5</td>
</tr>
<tr>
<td>A-</td>
<td>0.1</td>
<td>5</td>
</tr>
<tr>
<td>B+</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>B-</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>0.1</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>0.1</td>
<td>3</td>
</tr>
<tr>
<td>C-</td>
<td>0.1</td>
<td>3</td>
</tr>
<tr>
<td>D+</td>
<td>0.05</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>0.05</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0.05</td>
<td>2</td>
</tr>
</tbody>
</table>

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### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>1</td>
<td>5.00</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>6</td>
<td>6.21</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
<td>5.30</td>
</tr>
<tr>
<td>Communication</td>
<td>4</td>
<td>5.55</td>
</tr>
</tbody>
</table>
“Consider the local orthodoxy of your school.”
Late Fall of 2019-2020

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine my self-worth</td>
<td>Understand their learning is continuous and that their grades are simply a reflection of what they can do at this moment.</td>
</tr>
<tr>
<td>Create a fear of failure</td>
<td>Reframe failure as a pivotal moment in learning. The student will think: what do I need to improve so that I can do this better the next time?</td>
</tr>
<tr>
<td>Good grades = good college</td>
<td>Developing proficiency in our Essential Skills and Habits will allow students to be successful in whatever endeavors they tackle.</td>
</tr>
<tr>
<td>Allow me to compete – and compare myself – with others and see how I measure up.</td>
<td>Rather than comparing oneself to others, students will compare themselves to the schoolwide competencies.</td>
</tr>
<tr>
<td>Motivate me. I am motivated to get good grades</td>
<td>Give clarity on how to improve.</td>
</tr>
</tbody>
</table>

“Consider the local orthodoxy of your school.”
What we are up against
“Consider the local orthodoxy of your school.”
1. ADVICE
2. AFFIRMATION
The Mastery School of Hawken Origin Story

- 2010: New schedule, New extension campus
- 2014: Entrepreneurship classroom lab created
- 2016: Initial MTC Meeting
- 2017: MTC Founded
- 2018: Korda Institute Founded
- 2018: Pilots expanded
- 2019: Mastery School Announced; Hire Founding Team
- 2020: Recruit & Admit Founding Class

Building a pilot culture
What We’re Doing and Why

Building a new ungraded high school in Cleveland

Making change within an existing 100+ year old independent school

Helping to build a new model of school that prioritizes individual growth
One High School. Two Options.

New “School attached to a School”

- Mastery School
  - Organized around Skills
  - 200 Students

- Upper School
  - Organized around Content
  - 500 Students

INTENSIVES
SEMESTER PROGRAMS
CO-CURRICULARS
How We’re Building It

Different instructional methods, curriculum, learning terrain, credits & crediting process

Design team/founding faculty onboard one year in advance
Phased training and teaching practice

Business model designed for access and scalability
What’s hardest?

➢ Rewriting muscle memory
➢ Dunning-Kruger Effect
➢ Cultivating a positive identity for both the Mastery School & the Upper School

The Dunning-Kruger Effect

Goals can be inaccurate for novices because they overestimate their current understanding and underestimate the complexity of the task.
Design Team Structure

Core Design Team
➢ Year 1 Faculty
➢ Leadership Team

Expanded Design Team Job Description
➢ Write and design mastery credits
➢ Provide feedback to core design team on program

Expanding Design Team
Seeking volunteers!
Overall Retreat Goals

➢ Deeply internalize why mastery learning is essential
➢ Identify Mastery Credit Areas and define parameters for foundational credit set
➢ Design some Mastery Credits in order to experience the whole thinking process required
➢ Build shared investment and enthusiasm for the work of designing this school
Feedback and inspiration from group

Lessons learned from institutional change: “Include include include, invite invite invite”

Different journeys and paces, some common obstacles, shared destination.
Paradigms
Fight Back.
Q & A Time
Thank you!

Resources here: https://tinyurl.com/cblroadmap

- Derek Kanarek (@dkanarek) - Catlin Gabel School
- Julia Griffin (@JuliaGriffin) - The Mastery School of Hawken
- Mike Peller (@MichaelPeller) - The White Mountain School
- Regan Galvan (@ReganGalvan) - Vistamar School
- Terry Yamamoto-Edwards - Punahou School
- Zac Carr - Nueva School

Rate this session in the 2020 NAIS Annual Conference Mobile App. Go to the workshop listing, click on the Clipboard icon to the left of the event description to provide valuable feedback on the workshop that you just attended.
2017-18
Used Visible Teaching & Learning + MTC to begin training faculty

April 2016
Joined MTC

2018-19
Developed six core competencies, or “throughlines,” in our Portrait of a Graduate with a Portrait Team of faculty

2018-19
Each teacher writes and assesses with one homemade competency

2019-20
“Road Tested” throughlines and re-authored each, with members of the Portrait Team facilitating each group’s work

2019-20
Each teacher chooses at least 1 throughline in draft form to assess in at least 2 classes at least 3 times per term. Must affect grading for the class in some way.

2020-21
Begin preparing for 9th grade pilot year (2021-22) with all core academic courses entirely competency-based using our throughlines

2021+
Year-by-year rollout of core academic classes entirely competency-based using our throughlines

2020-21
Each teacher chooses at least 1 throughline in to assess in at least 3 classes at least 3 times per term. Must affect grading for the class in some way.

Immersive classes in June 2020 entirely competency-based
Punahou School’s CBL Journey

- 2014: Aims of a Punahou Education created by School Head
- Jan 2017: G-Term intercession started
- June 2018: Faculty Annual Report
- Nov 2018: Portrait of a Graduate Exercise
- July 2019: Developed Competency Architecture
- Fall 2019: Parent Concerns
- 2020: Parent-Teacher Lunch & Class Observations Invitation
- Aug 2019: Pilot CBL courses begin
- 2020: Parent-Teacher Lunch & Class Observations Invitation
2014-15: Received feedback from colleges on the ESH
2016-7: Examined curriculum to see where the ESH were being taught and assessed
Summer 2014: Development of The Essential Skills and Habits (ESH)
2017-18: Joined MTC
Summer 2018: Faculty working group turned ESH into a rubric
2018-19: Gave feedback to students on ESH
Spring 2019: Rewrote ESH; created single-point rubrics
Spring 2019: Eric Hudson (GOA) helped build discipline-specific competencies
Spring 2019: Summer 2019:
Faculty work group built algorithm for a competency grading system
Summer 2019: Faculty work group gave grades based on our ESH, using competency grade book
Winter 2019-20:
Spring 2020: Replace finals with 2-day Inquiry Summit
Next steps: Faculty and students working toward hybrid transcript
Summer 2018: Faculty working group turned ESH into a rubric
Spring 2020: Replace finals with 2-day Inquiry Summit
Next steps: Faculty and students working toward hybrid transcript
Summer 2018: Faculty working group turned ESH into a rubric
Since its opening in 1967, Nueva’s values have promoted grades-free/narrative-based assessments and evaluations Pre-K through Middle School.

2013/14- Inaugural Upper School faculty develop a skills-based (which would eventually translate into a standards-based) assessment system.

2017- Our entry into the Mastery Transcript Consortium.

2017/18- Nueva competencies first written by Lower, Middle, and Upper School faculty and administration.

2018/19- Beta testing with MTC; two Nueva seniors retroactively create a mastery transcript of their work.

2018- Joining this MTC/CBL team to share best practices and collectively problem solve.

2019- With new Director of Teaching and Learning, clearly defining our school-wide scope and sequence.

New opportunities to get involved with CBL at different entry points, including summer workshops.
18-19/19-20 Think tank: Grading & Feedback

19-20 Pro-grow Focus: Feedback

19-20 Subject Study: Curricular Evolution

Partnerships: MTC & Challenge-Success

TLC: Opt in Lunch & Learns

Looking ahead: Strategic Plan & Portrait of a Graduate

1:1 Backwards Design Coaching
1:1 Backwards Design Coaching

Working with Teachers in small groups and 1 on 1 to polish/generate course standards and skills, **drawing on UbD.**

→ Horizontally/Vertically aligned competencies
TLC: Teaching & Learning Center

Co-facilitated & designed by teachers and DoTL

*Inspired Penn Charter’s 2019 NAIS Talk*

**TLC Topics thus far...**

- Rubrics
- Video Feedback
- Performance Based Assessments
- Backwards Design
- Inclusive Facilitation
- Defining Cultural Competency
18-19/19-20 Think tanks: Grading & Feedback

**Essential question** - To what extent do our current grading practices communicate the feedback we want students to have?

**Research** - What are current practices and feelings about grades?

**Faculty Conversation** - What are our hopes and goals for grades/feedback?

**Resources**
19-20 Pro-Grow Focus: Feedback

Feedback that Builds Relationships - *internal PD at faculty meetings*

- Prototyping Student-led Conferences
- **Talking Points Activity: Views on Feedback**
- Text Based Discussion - **Seven Keys to Effective Feedback & Carousel**
  - Carousel Questions
- **Zaretta Hammond on Feedback & Culturally Responsive Teaching**
- **Rumors Activity** - *What is your favorite activity for frequent formative assessment that gives students access to specific, actionable feedback?*
Carousel Questions

What makes formative assessment formative?
What sorts of feedback practices are you using?
What is working? What isn’t?
How might we make these practices resonate with students and families?
How might we increase the frequency of feedback?
How might low stakes assessment & feedback build student-teacher relationships?
19-20 Subject Study: Curricular Evolution

Purpose of Subject Studies:

- Guide departmental priorities toward agreed upon learning outcomes
- Align priorities with professional growth
- Connect with others and avoid siloing
- Commit to the iterative nature of teaching and learning
- Timeline
SBG Pilots

Working with teachers to pilot Standards Based Grading in

- Humanities Project Grade 9
- Physical Science grade 9
Partnerships: MTC, GOA, Challenge-Success

Purpose: Lead Change toward CBL

Team: HoS, AHos, Dir of Life Planning (aka College Counseling), DoTL

Topics from Team Meetings

- Sharing Learning from taking GOA Classes
- Share impressions - Guided tour of transcript
- Shared Reading of the updated definition from Aurora Institute (formerly iNACOL) of CBL
- Challenge-Success Student Survey
- Speaker: Denise Pope on Assessment to students & parents
Looking ahead:
Strategic Plan & Portrait of a Graduate

- Drive work with portrait
- Competencies
- Alignment
- Pilot interdisciplinary courses
- (hopefully) use a mastery transcript
Rumors Activity Directions

STAND!

Find a partner. (someone new?!)

Person #1
Reads Card

Person #2
Reads Card & Discuss

STAND!

Find a partner. (someone new?!)

Person #1
Reads Card

Person #2
Reads Card & Discuss

SWAP!
Summer of 2019

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