Implementation of a

Mastery-Based Diploma-

A Survey of School Progress

Developed by the Great Schools Partnership
for the Maine Department of Education

Notes:
1. The survey is organized into three sections: policy, practice, and community engagement.
2. There are a total of 98 yes/no questions.
3. The aggregate district response is calculated on a scale of 0 to 100%. No is assigned a value or 0 and yes is given a value of 100%.
4. Respondents may also select n/a or in progress as a response. When selecting the former, the response is not included in calculating the aggregate of all respondents in the district. When selecting in progress, the response is assigned a value of 40%.

Policy Step 1 **Engage School Board in Conceptual Understanding**	N/A	NO	IN PROGRESS	YES
A. Has the school board engaged in a discussion concerning mastery-based learning?	○	○	○	○
B. Has the school board reviewed the statute describing the requirements of a mastery-based diploma?	○	○	○	○
C. Has the school board had an opportunity to learn about similar successful models currently implemented?	○	○	○	○
D. Has the board led in the development of a mission and vision that supports 21st century learning?	○	○	○	○
E. Have you shared a framework for the implementation of mastery-based learning with the school board?	○	○	○	○
F. Does the school board understand this framework?	○	○	○	○
G. Does the school board support the framework and the general direction being developed?	○	○	○	○
Policy Step 2 **Review current policies**	N/A	NO	IN PROGRESS	YES
A. Has the school board engaged a committee to review current policies to determine which polices need to be revised or replaced?	○	○	○	○
B. Has the school board developed a plan and timeline for policy revision?	○	○	○	○
Policy Step 3 **Draft new district policies**	N/A	NO	IN PROGRESS	YES
A. Has the board reviewed policies from other districts implementing mastery-based learning?	○	○	○	○
B. Has the board's policy committee identified, revised, and written policies that support mastery-based learning?	○	○	○	○
Policy Step 4 **Refine policies**	N/A	NO	IN PROGRESS	YES
A. Has the board reviewed the feedback from parents and the public?	○	○	○	○
B. Has the board revised its proposed new policies taking this feedback into account?	○	○	○	○
Policy Step 5 **Pass district policies**	N/A	NO	IN PROGRESS	YES
A. Has the board secured approval of the revised policies?	○	○	○	○
B. Has the board updated its policy manual to reflect the newly passed policies?	○	○	○	○

Comments:

Practice Step 1 **Establish a district-wide Mastery-Based Diploma Committee**	N/A	NO	IN PROGRESS	YES
A. Have you established a district-wide committee focused on mastery-based learning?	○	○	○	○

	N/A	NO	IN PROGRESS	YES
B. Does the committee include representation from each school building and from the central office?	○	○	○	○
C. Are there central administrators, principals, and teachers on the committee?	○	○	○	○
Practice Step 2 **Establish a school-wide Mastery-Based Committee**	**N/A**	**NO**	**IN PROGRESS**	**YES**
A. Have you established a school-based committee or assigned an existing committee to coordinate implementation of mastery-based learning?	○	○	○	○
B. Does the committee include representation from various building constituents including students?	○	○	○	○
C. Are there both administrators and teachers on the committee?	○	○	○	○
Practice Step 3 **Develop conceptual framework with faculty**	**N/A**	**NO**	**IN PROGRESS**	**YES**
A. Has the faculty engaged in a discussion concerning mastery-based learning?	○	○	○	○
B. Have you identified a framework to implement mastery-based learning?	○	○	○	○
C. Does the faculty understand this framework?	○	○	○	○
D. Does the faculty support the framework and the general direction being developed?	○	○	○	○
Practice Step 4 **Engage full faculty in professional development regarding mastery-based learning**	**N/A**	**NO**	**IN PROGRESS**	**YES**
A. Does the district have a comprehensive professional development plan for mastery-based learning?	○	○	○	○
B. Does each school have a school-based plan that is coordinated with the district plan?	○	○	○	○
C. Do the plans provide opportunities for learning for all faculty?	○	○	○	○

Practice Step 5 **Engage full faculty in professional development regarding design of instructional units (e.g. UbD)**	N/A	NO	IN PROGRESS	YES
A. Does the PD support the development of instructional units aligned with the district's graduation standards and performance indicators?	○	○	○	○
B. Does the PD plan provide opportunity and time to learn about unit design models?	○	○	○	○
C. Does the PD plan provide opportunities and time for ongoing support, learning, and feedback?	○	○	○	○
Practice Step 6 **Engage full faculty in professional development regarding assessment literacy**	N/A	NO	IN PROGRESS	YES
A. Is there a plan in place that provides teachers with the knowledge and skills necessary to develop assessments aligned with district graduation standards and performance indicators?	○	○	○	○
B. Does the plan provide sufficient time to learn about appropriate assessments for mastery-based learning?	○	○	○	○
C. Does the plan provide opportunities for ongoing support, learning, and feedback?	○	○	○	○
Practice Step 7 **Develop Cross Content Area graduation standards**	N/A	NO	IN PROGRESS	YES
A. Does the district have clearly identified cross-content graduation standards?	○	○	○	○
B. Are these standards aligned with the Common Core and the MLR Guiding Principles?	○	○	○	○
C. Are these standards understood by a majority of faculty members?	○	○	○	○
D. Have these standards been integrated into courses or grade levels (which could be multiple)?	○	○	○	○
Practice Step 8 **Develop Cross Content Area performance indicators**	N/A	NO	IN PROGRESS	YES
A. Does the district have clearly identified performance indicators for each cross content graduation standard at the graduation level?	○	○	○	○
B. Does the district have clearly identified performance indicators for each cross content graduation standard at the 8th grade level?	○	○	○	○
C. Does the district have clearly identified performance indicators for each cross content graduation standard at the fifth grade level?	○	○	○	○
Practice Step 9 **Develop body of evidence assessment for cross content area graduation Standards**	N/A	NO	IN PROGRESS	YES
A. Has the district created a process to assess student mastery on the cross content graduation standards to award a diploma?	○	○	○	○
B. Has the district created a process to formatively assess the cross content graduation standards at the 8th grade level?	○	○	○	○

	N/A	NO	IN PROGRESS	YES
C. Has the district created a process to formatively assess the cross content graduation standards at the 5th grade level?	○	○	○	○
Practice Step 10 **Develop content area graduation standards**	N/A	NO	IN PROGRESS	YES
A. Does the district have clearly identified graduation standards for each content area?	○	○	○	○
B. Are these standards aligned with the Common Core and state learning standards?	○	○	○	○
C. Are these standards understood by a majority of faculty members?	○	○	○	○
D. Have these standards been 'assigned' to courses or grade levels (which could be multiple)?	○	○	○	○
Practice Step 11 **Develop verification process for content area standards**	N/A	NO	IN PROGRESS	YES
A. Has the district developed a process for verifying student mastery in each content area graduation standard?	○	○	○	○
Practice Step 12 **Develop content area performance indicators**	N/A	NO	IN PROGRESS	YES
A. Does the district have clearly identified performance indicators for each content area graduation standard at the graduation level?	○	○	○	○
B. Does the district have clearly identified performance indicators for each content area graduation standard at the 8th grade level?	○	○	○	○
C. Does the district have clearly identified performance indicators for each content area graduation standard at the fifth grade level?	○	○	○	○
Practice Step 13 **Develop reporting structure for performance indicators**	N/A	NO	IN PROGRESS	YES
A. Has the district created an electronic platform to record, save and analyze information regarding student mastery on the performance indicators?	○	○	○	○
B. Do parents and students have access to this information?	○	○	○	○
C. Do teachers have appropriate access to this information?	○	○	○	○
Practice Step 14 **Ensure curriculum aligns with performance indicators**	N/A	NO	IN PROGRESS	YES
A. Are over 50% of all performance indicators aligned in one or more places in the curriculum that all students experience?	○	○	○	○
B. Are over 75% of all performance indicators aligned in one or more places in the curriculum that all students experience?	○	○	○	○
C. Are over 90% of all performance indicators aligned in one or more places in the curriculum that all students experience?	○	○	○	○
Practice Step 15			IN	

Develop assessments for performance indicators	N/A	NO	PROGRESS	YES
A. Do all teachers understand how to create and implement appropriate assessments for mastery-based learning using a variety of methods?	○	○	○	○
B. Do all students engage in demonstrations of learning (assessments of some sort) that address at least 50% of the performance indicators?	○	○	○	○
C. Do all students engage in demonstrations of learning (assessments of some sort) that address at least 75% of the performance indicators?	○	○	○	○
D. Do all students engage in demonstrations of learning (assessments of some sort) that address at least 90% of the performance indicators?	○	○	○	○
E. Has the district developed a process to refine assessments or rubrics based on use, student results, teacher feedback or student feedback?	○	○	○	○
Practice Step 16 **Develop instructional units including learning targets (unique per teacher)**	N/A	NO	IN PROGRESS	YES
A. Is there a uniform process in place for designing units of instruction that align with standards?	○	○	○	○
B. Is there adequate time to support teachers in the design of units of instruction that are aligned with standards?	○	○	○	○
Practice Step 17 **Develop assessments for learning targets: unique per teacher**	N/A	NO	IN PROGRESS	YES
A. Is there a uniform process in place for designing formative assessment of learning aligned with standards?	○	○	○	○
B. Is there a uniform process in place for designing summative assessment of learning aligned with standards?	○	○	○	○
C. Is there adequate time to support teachers in the design of assessments aligned with standards?	○	○	○	○
Practice Step 18 **Develop daily lesson plans**	N/A	NO	IN PROGRESS	YES
A. Is there a uniform process in place for designing daily lessons that align with standards?	○	○	○	○
B. Is there adequate time to support teachers in the design of daily lessons that are aligned with standards?	○	○	○	○

Comments:

Community Engagement				
Community Engagement Step 1 **Engage parents and general public**	N/A	NO	IN PROGRESS	YES
A. Has the board shared these revised policies with the public?	○	○	○	○
B. Has the board solicited and recorded feedback on the proposed policies?	○	○	○	○
Community Engagement Step 2 **Develop Record Keeping Process, Transcripts and Report Card**	N/A	NO	IN PROGRESS	YES
A. Has the district reviewed current report cards at all levels?	○	○	○	○
B. Has the district collected evidence-feedback from parents, students or teachers; etc.-regarding potential changes in the report card to better communicate student learning?	○	○	○	○
C. Has the district created an electronic platform to record, save and analyze information regarding student mastery on graduation standards?	○	○	○	○
D. Has the district developed a template for the transcript that reports students' achievement on all of the standards?	○	○	○	○
E. Has the district revised its school profile document that complements its transcripts?	○	○	○	○
F. Does the student information system (or grading software) in place in the district support the collection and reporting of student progress and achievement on the standards?	○	○	○	○
Community Engagement Step 3 **Implement record keeping process, transcript, and report card**	N/A	NO	IN PROGRESS	YES
A. Do all appropriate stakeholders (educators, students, and parents) have timely access to all relevant information?	○	○	○	○
B. Has training been provided around the use of the record keeping system?	○	○	○	○
C. Have staff been trained in assessment and reporting in a mastery-based system?	○	○	○	○
D. Are resources and learning opportunities available for parents to facilitate understanding of student learning reports?	○	○	○	○
E. Are resources and learning opportunities available to facilitate students' understanding of their learning reports?	○	○	○	○

Community Engagement Step 4 Creating messaging / communication plan	N/A	NO	IN PROGRESS	YES
A. Has the district developed a unifying consistent message that will be used to describe their mastery-based work?	○	○	○	○
B. Does the plan contain a timeline for implementation?	○	○	○	○
C. Does the plan address the various audiences that will be engaged?	○	○	○	○
D. Are the messaging materials devoid of education jargon and written in accessible language?	○	○	○	○
E. Has the district engaged the faculty and staff as partners in messaging?	○	○	○	○
F. Does the plan include specific roles for key champions (e.g. superintendent, principals, school board, town officials, business community, etc.)?	○	○	○	○
Community Engagement Step 5 **Engage parents & general public**	**N/A**	**NO**	**IN PROGRESS**	**YES**
A. Do opportunities to communicate the message arise early and often in the plan?	○	○	○	○
B. Does the plan utilize multiple media and settings (web, email, letters, other social media, meetings, individual conversations, etc.)?	○	○	○	○
C. Does the plan provide multiple and ongoing opportunities for listening and responding to questions and concerns?	○	○	○	○
D. Are parents, students, and the public provided with multiple and ongoing opportunities to engage in appropriate aspects of the work?	○	○	○	○
E. Do students have an active role in communicating their learning process?	○	○	○	○
Community Engagement Step 6 **Engage local media**	**N/A**	**NO**	**IN PROGRESS**	**YES**
A. Has the district developed a relationship with members of the local media?	○	○	○	○
B. Does the district have a plan for communicating its efforts on a regular basis?	○	○	○	○
C. Are key messaging points written and provided for local media following each public forum or media contact?	○	○	○	○
D. Do media attend key events such as student demonstrations of learning and public meetings about their mastery-based work?	○	○	○	○

Comments: