

MASTERY-BASED LEARNING WORK GROUP MEETING

July 15-16, 2020 Meeting Agenda

Location: Zoom meeting

Wednesday, July 15

9:00-9:15 Welcome and Updates

Randy welcomed the group and provided the following comments:

Before we start I'd like to acknowledge that each of us is connecting from a location on traditional lands of the 29 federally recognized tribes in Washington or traditional lands of tribes that have not received federal recognition. As part of this acknowledgement we recognize too that our system has not served students from these communities well.

In this time that we find ourselves now is a unique historical moment where the disparities of all of our systems and structures are on stark display. The calls to address racism and inequity in our system are not new but in this moment seem to be resonating in profound ways that create new urgency for the work this group is engaged in.

We've heard members of the workgroup frame this as a real opportunity to make progress on changes to our system that will lead to a more engaging and relevant experience for the students we serve.

What we hope to accomplish today is to get a clear sense from the group on direction for the key recommendations and policy changes the workgroup would like to highlight in the report later this year. Our hope would be to leave this meeting with enough formation to start fleshing out the outline so we can send you a more complete outline by mid-August, in time to make revisions prior to your September meeting.

Before I pass it back to Alissa, I want to very briefly mention some actions taken by the Board last week that are related to this work. The Board adopted proposed rules that clarify school districts' ability to provide credit based on students demonstrating mastery of the learning standards and clarifying that students may meet more than one subject area requirement in a single multidisciplinary course. The action begins a public comment process. We anticipate final rules will be adopted in September.

9:15-10:15 Culturally Responsive MBL practices in the classroom

- Aira Jackson, ELA Director, OSPI
- Ellen Ebert, Science Director, OSPI
 - Mechelle LaLanne and Pranjali Upadhyay (ESD 112 Integrated Curriculum Specialist)

Alissa welcomed the presenters from OSPI and the ESDs and explained the purpose of the presentation was to allow the presenters to share with work group members some examples of culturally responsive, standards-based performance tasks students do, and how those demonstrate that certain aspects of MBL are already happening in classrooms across our state.

Before the presenters began, Kathe Taylor provided an overview of learning standards. The state summative assessments (in English Language Arts, math, and science) have gotten the greatest focus in past several years. But more can be done around professional development around formative assessments —assessment for learning (or to support learning).

Learning standards are different than curriculum and pedagogy. The terms are often confused and used interchangeably but should not be – there is a critical distinction:

- Learning standards: what students should know and be able to do (determined by the state).
- Curriculum and materials: determined by the district, to help teachers teach to the standards.
- Pedagogy: teachers choose their instructional approaches.

A question was asked regarding how MBL relates to the existing standards.

During the pandemic, there has been a call for identifying “essential learning standards”—OSPI thinks each district needs to evaluate the learning standards and identify the most foundational concepts to support success at the next level, recognizing that the concepts are interrelated.

In the early days of standards-based learning in Washington, standards all followed the same format. Now, 27 years later as more states and associations have brought forward standards, they have become non-uniform in format (different “grain-size.”) In general, all are conducive to mastery-based learning but some challenges are present with application. However, MBL strategies are occurring now in classrooms every day, not just in specialized schools or programs...but they are not universal.

Aira: There is vertical progression in English Language Arts standards (which may not be as well defined in other standards). In English Language Arts standards, there is a focus on the end goals for what we want students to have when they exit K-12: a broad base of skills, that students learn and practice throughout their K-12 experience. For instance, we want students to be able to comprehend as well as critique, and critically think about things. In practice this means we want our students to be able to analyze an article, read a lease and buy a house, and have healthy, respectful discourse with people of various beliefs and cultures.

Previously, we found that our students didn’t know how to read informational text—so now our standards have a focus on informational text (versus literary text). We know from research that communication and thinking are innate from when we are born. But, writing and reading must be explicitly taught. The English Language Arts standards are built around Bloom’s Taxonomy. Our 11-12 graders are in the evaluating and creating cycle.

Work group members stated that they felt the English Language Arts standards did align well with MBL, but felt the presentation didn’t really explain culturally relevant instruction.

Aira made additional comments regarding the fact that cultural responsiveness dovetails with child development; we also need to look at cultural bias, and recognize that most educators are white women. The most diverse texts and curricula alone are not going to get us where we want to be. Instead, educators and educator systems need to be developed to be culturally responsive.

Ellen: The Next Generation Science Standards are 3 dimensional: they are made up of disciplinary core ideas, science and engineering practices, and crosscutting concepts. The curriculum supports learning the standards, and we have developed quite a few open educational resources that can be used by educators around the world. We build in MBL and culturally responsive practices throughout, to give students power in their own learning. Formative assessments identify student strengths and areas for improvement.

The NGSS also have a focus on developing student identity and interest in science education. An example of teaching to student interest is the Climate Justice League. This is a cohort of middle and high school teachers working with CBOs on development of climate science and social justice curricula, in response to students wanting to know more about global warming and how they can make a positive difference.

Pranjali: The STEM science project was created to have deeper learning and have students apply what they're learning. English Language Arts and math literacy are important to STEM literacy. In the real world, subjects aren't siloed, you're practicing what you know in multi-disciplinary ways. The standards connect to what STEM professionals do in the real world every day.

Each STEM storyline is anchored around local phenomenon or local problems students are trying to solve. An important facet of equity-based curriculum is by giving their [students'] voice value, we are empowering students to take action.

Students are mastering the standards by applying the science and engineering practices as they learn through investigation, research, and project-based learning. Our formative assessments are student-facing and student-friendly. They're designed to allow students to do self-reflection, and so students are enabled to take ownership of their own learning. We are also hoping to promote early interest to support positive STEM identity, by making learning relevant and showing students their voice has power in their community.

Mechelle: The standards emphasize teaching local phenomena, which drives cultural relevancy. They also incorporate universal design for learning: with multiple opportunities to access and engage.

The three dimensional nature of the standards creates the opportunity for a more complex assessment of whether students are mastering the standards, e.g. can the student create a model (3D) versus do they understand ratios (1D). Teachers don't give an assessment of learning every day—but they are collecting evidence of learning every day.

Several work group members expressed a disappointment that presentations were not more focused on practical culturally responsive classroom strategies and practices—staff will work with OSPI on delving into that topic deeper at the September meeting by bringing in practitioners.

10:15-11:15 Diploma framework discussion part I

Work group members discussed what stood out to them from the prework presentations that focused on 1. MBL Diploma Framework Examples from Other States and 2. A Review of Policies, Programs, and Practices that Relate to MBL in Washington. Comments included:

- Frameworks from other states really focused in on demonstration of what students should know and could do when they completed the 12th grade for the gateway into college or career. A stumbling block for our state seems to be the credit framework for the diploma—it is not necessarily a representation of what students know and could do. So, I gravitate to the South Carolina model of their Profile of a Graduate which is based on competencies—which are essentially learning standards + Grade Level Expectations (GLE).
 - Couldn't those competencies be mapped to credits? I think there is still a case to be made for keeping the credit structure in MBL. I worry about our students leaving our state—do we put them at a disadvantage getting rid of credits?
 - The fit of the student to a university can be better shown through a transcript like the Mastery Transcript Consortium (MTC) in some cases.
 - It might be helpful to bring in someone from the skills centers—they have a much more flexible approach on credits.

- What are we depriving students of if we don't give them a transcript with credits? We are going into a new place, so we need to give ourselves a lot of grace. But I'm encouraged to hear from some higher education people about the richness of information from the MTC or other MBL transcripts.
- Credits are thought to be associated with hours on task. I agree that there are a lot of institutions that aren't concerned with transcripts that are credit-based, they like the MTC more detailed model—Evergreen is one. We did hear from UW that some of the bigger schools get so many students—they tell us that they go beyond test scores and GPA—yet they also say practically speaking, we can't do a rich evaluation of transcripts when we get so many. I'm a little skeptical of completely getting rid of credits, but this is an opportunity and we can continue to press the issue. Universities do get transcripts from all around the world—and someone does have to interpret these. In theory they should be able to handle a MBL transcript. But, I'm concerned it could be a problem for some students.
- After further discussion, work group members agreed there was a general consensus that in regards to a MBL diploma that a MBL transcript should be used, but that students should have access to a traditional transcript, at least during a transition period.
- Community and technical colleges can also provide models of MBL in practice and the assessments used.
- Are we looking at a pathway that is separate from a 24 credit model/are students still expected to earn the state's credit and subject area requirements?
 - That's a good question—what is the HS diploma? From what I've learned about MBL, it could be more meaningful than the current credit structure.
 - Do we want to not have the waiver of credit-based high school graduation requirements?
 - Why do we have these waivers? It's because something isn't working. For SBE to consider further (separate from the work group), the notion of 24 credits: what are you trying to accomplish with this as the standard for exiting high school?
 - If we keep the credit framework, how are the credits converted in the MBL model?
 - They could be the yardstick for how students meet the learning standards/an accounting mechanism to keep track.
 - Learning is the constant and time is the variable.
 - Credit is the currency of the realm, but you can have MBL and assign credit to it. We need to rethink the state's role about what are the competencies (students need) and how do we enable the system to recognize those competencies. There's nothing magical about the credit framework—it's really about the quality of the learning.
- I see MBL as a hope to close the opportunity gap. If we are going to just do more of the same, it's just perpetuating a system that hasn't worked. We have to be looking at a system that closes the gap.

11:30-12:15 Supports for educators to deliver MBL: Example model from Washington State LASER

Dennis Schatz, Retiring President, NSTA Board of Directors
Senior Fellow, Institute for Learning Innovation

Alissa provided an overview about how the Washington State LASER program operated both initially and today. (See PowerPoint slides for presentation information.)

Dennis Schatz, who helped to create and lead the LASER program here in Washington, shared several key takeaways that have made LASER program successful for twenty years:

1. Shared vision and distributed leadership: We knew what we wanted LASER to look like and do. District staff with various roles (educators, building administrators, district administrators, etc.) all had a leadership role too.
2. Public/private partnership: Co-directors at Battelle and Pacific Science Center (PSC) initially, plus OSPI involvement—meaning we had involvement of a state agency, nonprofit, and business. This helped with both funding support, and larger support for the initiative—it was seen as credible because of the involvement of the three groups.
3. Starting small: We started with people excited about the vision. We'd go talk to the neighboring school districts for people who were already involved, and say you should get involved, look what they're doing.
4. We built an infrastructure that allowed for continuous learning, which included strategic planning initiatives that included business, community members, etc. The involvement of the community was critical to move this effort forward over time. It also provided intellectual support over time. Although we were initially focused on science, as time we went on, we began to have a larger focus on STEM. I feel that the LASER structure is sound, and could support MBL.

Discussion with work group members included the following questions and answers:

- The buy-in process is a concern I still have for MBL. What are the challenges you faced or strategies you used to spread the word?
 - LASER started with an advisory group that is still going (though it has changed over time). We started with science educators enthusiastic about a different way of teaching science. We had a connection to the Smithsonian's program and grant money to kick this off. The goal was to build off the early adopters and people who were enthusiastic who went first through the Strategic Planning Institute (SPI). We brought in all levels of school district folks. We wanted to make sure that up front we could show success by starting small and using word of mouth to recruit neighboring districts—they'd share at WASA meetings, etc. Over time, it took 10 years, to get from the first 4 four regional alliances and 15 school districts, to 10 alliances and 200 districts that participated in SPIs.
- What might we anticipate if we tried to translate this model to MBL?
 - If there is a cadre of people/MBL advocates who are already doing this that you can build from, that's ideal. For strategic planning institutes—we needed to have faculty members who could provide mentoring/instruction. At LASER, we learned it was helpful to look for people from the state/local leadership (rather than someone from D.C. – outsiders are seen as less credible/can be problematic because they don't know the local context.)
- Can you elaborate more on the LASER funding?
 - We had some seed money: private money from Boeing, Battelle, and the Pacific Science Center, which paid for the strategic planning institutes.
 - A lot of our funding went to the refurbishment of the science curriculum materials.
- It was suggested that another model the work group could consider for a support structure for MBL is the model from the Department of Early Learning under Bette Hyde—Lighthouse District, where other teams could come in and learn from the district.
 - The Lighthouse District model is a structural approach (versus a subject specific approach in LASER). MBL is both: a structural approach to how do we reorient our teaching and learning practices so students can demonstrate what they know and can do. There is a professional development piece here too.

12:15-12:30 Setting the Stage for Day 2 and Debrief

Work group members shared the following comments:

- The presentations sparked some important conversations. As we move toward recommendations – we have to keep the focus on eliminating the opportunity gap – MBL should be a vehicle to get us there. And as we’ve discussed today and in previous meetings, we are in a very unusual situation, but it gives us the opportunity to be bold in moving forward. What can we do better if education is not going to look how we have all been conditioned to expect it to look?
- We’ve talked about Profile of a Graduate, Mastery Transcript Consortium, etc. The more we can define what our vision is about where we’re going to tweak what already exists and identify what we need to build, then we can map out the path to take to get where we want to be. School as we know it no longer exists now or for the foreseeable future.

12:30 p.m. Adjourn

Thursday, July 16

Alissa shared the following opening remarks:

Good morning everyone. Yesterday, Frieda reminded us of her goal for MBL is that it closes the educational opportunity gap. I wanted to share again your vision you drafted for your interim report, because I believe you all agree that MBL is a chance to make our education system more equitable, and to truly serve each and every student well, by valuing students’ diverse cultures and individual contributions to our world. It is also a chance to make learning more relevant for our students, and value all of the ways learning takes place inside and outside of the classroom.

Today, our day will be spent almost entirely on discussion, after the HSBP presentation from Kory and Aurora—which I think will help the work group begin to brainstorm around what you might want to include in your final report recommendations-wise around the HSBP.

One quick update I wanted to share first:

One of the charges from the authorizing legislation for this work group is that you identify barriers to mastery-based learning in our state. To ensure you all have the information you need to describe any barriers to implementing MBL in our state, in advance of your next meeting in September, staff are creating a short, optional survey for districts. The survey will focus on asking districts what barriers they experience around offering or expanding MBL opportunities. Additionally, if several districts are willing, staff also plan to hold a meeting where districts can share additional details about their experience with MBL and any barriers they experience. Work group members would be invited to attend and listen in to this session, if districts are interested in providing feedback in this way.

With that, I am excited to start the day with a presentation from two of your fellow work group members. Kory and Aurora, I’ll hand it over to you.

9:00-10:00 HSBP: Perspectives from Two Schools

Kory Kalahar
Aurora Flores

In the Wentachee School District, they use the Xello platform (evolved out of Career Cruising) for their HSBP process. Students start the plan in 7th or 8th grade depending on school. At WestSide, students fill out the FAFSA and WAFSA. Students choose whether to do HSBP individually or in a class. Either way, students get credit for the class. At WestSide, we also have a community mentor program. Students also write a personal narrative as part of their HSBP—this is a favorite of staff.

At Omak School District, we use the career inventory tool that's embedded in the HSBP through Skyward. Information from our transcript is automatically imported into HSBP for the four-year course plan. Kids get a half elective credit for completing HSBP in the Washington Virtual Academy (WAVA) program (but Omak does not do this).

Discussion and Q&A by work group members:

- What are the demographics? Family involvement?
 - At WestSide: 50% white and 50% Latinx, 70% FRPL. Parents frequently say thank you for providing something different for our student. But parental involvement specifically around the HSBP—it's pretty thin. Most of our parents are struggling to survive, working a lot, multiple kids. I think our kids didn't do well in an online world because they were helping with family responsibilities. We are still working to get better at family involvement. Using text messaging and remind app is the best way to communicate with parents (they generally don't answer calls because they have multiple kids in the district and get multiple calls.)
 - I hope you will include community groups too. And I'd love an update sometime on your efforts.
- Is ethnicity shown on transcript?
 - No.
- How do we ensure this tool becomes uniformly robust across districts? The choice of tool/platform we use—as legislators we are thinking we should have a uniform learning management system when we go back in the fall to make families lives easier. There is a need for our counselors to receive adequate training and professional development on the tool itself for HSBP. How can we make HSBP as strong as possible? I would love to be a fly on the wall while the counselor is going through the questions on HSBP with training. What kind of training can we provide to our counselors so this becomes a rich instrument that lays a foundation for our students and allows them to launch into their own learning space in MBL?
- Often, HSBP is completed in an advisory with a teacher who hasn't had the training on how to do this.
- Personally, as a student we don't work with counselors to complete the HSBP. We have a 500:1 student to counselor ratio. Our HSBP process is very much self-driven and a very transactional process where you answer questions about yourself and your "career interests" pop out for you. Honestly what I want to do after high school wasn't even an option that came up, which is why the HSBP wasn't really helpful for me.
- Are there ways to tie in information from companies, based on an individual student's career interest results?
- Is there a dashboard that helps students?
 - Yes, in Xello there is a dashboard, and tools for both educators and students/families.
- Training for school counselors isn't the issue. I'm all for training but, the issue is that we have so many different platforms across districts, and the student counselor ratio is way too high. Counselors are doing so many other duties (lunch, etc.) that we don't have the time to sit down with every kid individually as much as we want to. We need to work on our counselor to student ratio in our state.
- How do you get students buying into the HSBP? I don't think any of my peers can tell you what's in their plan. We do it once and never go back. I don't talk to my parents about my HSBP, most of my peers don't either. There is a need for more robust training and reducing the counselor: student ratio. But also, even looking at the HSBP and what we're asking students to do—there's an inequity in the plan. I think students can have a vision for themselves—but after the results of the career interest survey, there can be a disconnect between their results and their strengths.

And there's no follow up to help students figure out where they want to go from their survey results.

- I'm worried about our kids when we come back and their mental health. I need all hands on deck to be able to support our counselors better.
- We like our senior presentation because it's more robust than HSBP—there's where our kids talk about what they want to do after HS.
- An example to consider for a more robust HSBP is Navigation 101—they focused on students thinking about the next step after HS which was a class with a mentor teacher.
- There is an urgency here. We have to get some of this ready to go for this year.
- We have to remember this is a system. We are so trained to silo everything. The training for robust HSBP has to not just fall to counselors. We need to talk about the larger learning community, and professional development has to spill over to other staff members. We also need to (probably in this group) take a look at platforms—the state can play a role in supporting our districts in this way—what are the key components that need to be included in a HSBP platform?
- It would also be helpful if we were reminded of MBL definition every time we meet, to start off the meeting with what we are striving for.

10:00-11:30 Diploma framework discussion part II

Alissa summarized what staff heard yesterday and what staff think the work group might need more discussion time around:

- There seemed to be general consensus that for a MB diploma, a MBL transcript like the MTC transcript should be used, but that students should have access to a traditional transcript, as we continue to pave the way for higher education understanding the implementation of MBL.
- Regarding the required subject area and credit requirements: what are the competencies students need to have mastered by the time they leave high school and how do we enable the system to recognize those competencies? Are credits simply a metric used to track which standards have been mastered in a MBL diploma framework?

Work group members discussed the following:

- Our final recommendations should include alignment with EOGOAC recommendations and previous reports.
- Discussion of the relationship between credits (subject area requirements) and competencies/standards.
 - We ought not use this opportunity to recreate what we know, but to challenge the whole system to come together and do education differently so we are not siloing teachers, from students, from communities, etc.
 - CADR—these don't have to take place in individual courses. PE could meet science requirement as well.
 - CADRs aren't fixed/they can be changed if that makes sense to do.
 - MBL should allow students to spread their wings and follow their interests.
- Perhaps a recommendation for a reevaluation of the current required subject areas, to allow for space for a student to take a HSBP/exploring future possibilities course?
 - Aside from readiness and professional learning, teachers are also concerned about taking class time away from a focus on the learning standards/content—how do we balance these competing interests to meet the needs of students?
- We need to be aware of the work happening in the Work-Integrated Learning Advisory Committee, as it could have implications for MBL.

- I think there also needs to be a standardization of content in the HSBP. It should be a more holistic process of allowing for self-discovery, helping students identify their values, strengths, passions, long-term goals; and how their classes, post high school choices, etc. connect with that.
- To explore more: can we unburden counselors with using technology to do the repetitive things?

11:30-1:00 p.m. Lunch Break

1:00-2:30 p.m. Report Recommendations

Alissa reminded the work group that in the section of the bill (E2SHB 1599 Sec. 301) that created the work group, there is a section that states: "As part of this work group, the state board of education, in collaboration with OSPI, shall develop enrollment reporting guidelines to support schools operating with waivers issued under RCW 28A.230.090." Although the enrollment reporting guidelines are an agency assignment rather than a work group assignment, because there will be funding consequences that come out of the work group recommendations, staff do want to have a conversation about these with the group. However, staff want to defer that conversation to a subsequent meeting because there's so much other work going on with the innovative learning pilot program and OSPI attendance guidelines that are forthcoming.

Work group members had a chance to have small group discussions to brainstorm about what report topics that they wanted to begin articulating comments and possible recommendations around. After the small group discussion, the full group discussion included the following comments from members:

- The need to involve from, the get go, families and communities
 - Yes, for the parents and families to know and understand MBL and HSBP
- We need to give permissions, e.g. you're not going to be able to do it the way you always have and that's okay. There's a great deal of freedom and joy that innovation excites in people, as well as the permission to make mistakes.
 - There's an opportunity for people to step up in this environment and be leaders (those who've had exposure to MBL). Also a need for more professional development for educators around MBL.
- I think we need to begin communications around MBL
 - What's in place, what can be done today, where we're going type communication.
 - Do we know where we're going? Where we are: we're exploring opportunities and where the challenges are... In our small group we talked about the importance of Profile of a Graduate to help parents understand what the goals of a diploma are.
 - We need to make sure we don't create just another list/form of what teachers need to do—it needs to be usable. I gave the example of how this could look like a business plan—we're in that thing monthly. That's how the HSBP should be in MBL.
 - Perhaps the immediate opportunity is to focus on SBE rules as far as what is allowed now.
 - Staff will create a one pager talking about what is allowed now for mastery-based crediting, that the work group exists and here's what they're doing, their charge, and their goal. Then, it will be sent to the work group for feedback.
- As far as current examples of what MBL might look like: there's a class called real world geometry where students build tiny houses to donate to nonprofits. How do we make MBL a reality? I think there are some intersections with CTE and work-based learning. For flexibility for students to get credit outside of school: I can't get credit for a lot of what I'd like to do outside of school. I should be able to, e.g. taking care of siblings, working to support family, etc. Regarding current challenges for MBL: there are so many structural components standing in the way. The structure

of a school day, the amount of time teachers have in class, how outcomes/grades are measured, credits versus competencies. It doesn't make sense to have these things shift all at once. What comes to mind as a way forward is a pilot approach with incubators like Idaho.

- In higher education, there is an example of a portfolio course where at a minimum you get a writing credit. If the outside of school experience aligned to standards, then you could also get additional credit. This could also be done in high school.
- MBL is having the space and support to learn the things I want to learn. Not having this opportunity is what makes school frustrating for myself and my peers
- We liked the idea of the Profile of a Graduate to embody what we are reaching for. When there are different aspects to a project—the best way to evaluate might be a team-teaching approach/evaluation. This way you might have multiple teachers evaluating the student, which could be a fairer/more equitable approach to evaluating students. This framework includes academics—you could still take English Literature, but you could also do more work-integrated or PBL approaches to get at the different competencies of critical and creative thinking, etc. What is the continuity from school to the next level? If a MBL high school student then goes to traditional four year—then what?
 - We heard from the New York Mastery Collaborative that their students actually do very well in higher education. But, sometimes they do get frustrated that the learning doesn't go deeper/they don't get to have as much ownership and choice in their learning like they did in high school.

Work group members returned to the report recommendations table outline from earlier in the day, and added additional possible recommendations to consider including in the final report. Here is a snapshot of the table from the end of the day:

<u>From the authorizing legislation: the work group shall consider...</u>	<u>Topics we've covered so far</u> (Google Drive link for all past presentations)	<u>Comments and possible recommendations:</u>
Improvements in the HSBP as an essential tool for MBL	<ol style="list-style-type: none"> 1. Presentation from Everett PS and OSPI on HSBP process (September meeting) 2. Presentation from Kory Kalahar and Aurora Flores at Summer Retreat 	<ul style="list-style-type: none"> ● From your interim report: <ul style="list-style-type: none"> ○ To facilitate a more meaningful HSBP process, increase funding for counselors (pg. 5) ● Recognizing the value of the HSBP through awarding credit or meeting a content area requirement ● Support for counselors, in support of the HSBP--more counselors focused on the HSBP with their students ● PD for teachers and the education community ● Engaging the entire education community--students, parents and the community, as well as educators—about the HSBP so that the entire community can help individual students with their plan ● Identify the key components of the HSBP that must exist on all platforms—work toward quality implementation throughout the state ● The HSBP is to help students take ownership over their learning while exploring their values, strengths, passions, and long-term goals ● Learning/planning in younger grades

<p>Development of MB pathways to the earning of a high school diploma</p>	<ol style="list-style-type: none"> 1. Panel with Gibson Ek, Avanti HS and Odyssey MS/Discovery HS (November meeting) 2. Webinar on WGU Model 3. Presentation on Educator Preparation and Professional Development (April Meeting) 	<ul style="list-style-type: none"> • A student's HSBP should guide the MBL experience • Students complete competencies aligned to content area learning standards, which may be done through a multidisciplinary approach • Diploma requirements and admission requirements do not need to be met through discrete courses • Whether students earn a diploma through the meeting the 24-credit graduation requirements or through the MBL framework, the student will meet the same learning standards • Reexamination by SBE of the components of the high school diploma in the context of a MBL diploma—must be a culturally competent process, and result in the system becoming more culturally competent • Change should be system-wide, break down rather than reinforce silos, and should not add layers of complexity • Support for use of a MBL transcript, such as the MTC transcript, but that students should have access to a traditional transcript • Profile of a graduate: creative, self-directed [cross-curricular guiding principles like Maine Learning Results] • [Align with, build on, recommendations of EOGOAC] • [Explore ties with Work-Integrated Learning Work Group--HSBP]
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2:30-2:55 Discussion: Debrief the Day

2:55-3:00 Next Steps

Alissa had the opportunity to meet one-on-one with about half of the members this spring. Alissa would like to offer this opportunity again, so members will see a link to schedule a one-on-one with Alissa if you'd like to do so when she sends out the meeting notes. Alissa will also send a Doodle poll for our fall meetings then.

In mid-to-late August, staff will send you a draft report outline to review. Members will have two weeks to provide feedback, then staff will make changes based on that feedback and have an updated version to discuss at the September 29 meeting.

Alissa thanked the work group members for their engagement over the past two days and for their dedication to the purpose of the work group.

3:00 Adjourn