

STUDENT ACADEMIC MASTERY PERFORMANCE PROJECTS MASTERY PROJECTS

SETTING THE FRAMEWORK

Identify:

- Goal
- Mastery Performance Project
- Time Frame
- Teacher Affirmation of Intent to Succeed
- Collaborative Team Members' Affirmation of Intent to Succeed

ANALYSIS OF CURRENT STUDENT WORK (THE "BEFORE")

Prepare and Videotape:

- Student Analytical Statements
- Student Affirmation of Intent to Succeed

EXPLICIT INTENSIFIED INSTRUCTION

Engage Students in:

- Analysis of Models of Excellence
- Teaching and Learning Strategies for Skill Building and Understanding
- Guided and Independent Practice Work

STUDENT ACADEMIC MASTERY PERFORMANCES (THE "AFTER")

Prepare and Videotape:

- Student Explanation of Learning Process
- Student Performance

ASSESSMENT

Prepare and Record:

- Summarization of Results
- Analysis of Project
- Revisions/Adaptations Needed for Future Projects

CONTINUING THE PROCESS

Engage in:

- Ongoing Teaching and Learning of Knowledge and Skills of Completed Mastery Projects
- Planning for Additional Mastery Projects

IPS/NUA LITERACY INITIATIVE MASTERY PROJECTS

IMPLEMENTATION POINTS

Student Academic Mastery Performance Projects (Mastery Projects) provide a framework that supports teams of teachers in the implementation of focused, intensified, and explicit instruction. These projects are designed to guide students who are behind in the mastery of important literacy skills. The students' performance demonstration of mastery is the culminating activity. These student performances involve more than one class. Parents and community people are invited, just as they are when there is a classroom or grade-level talent show, dramatic play, or choir or band performance.

SETTING THE FRAMEWORK

Responsibility: Teacher teams of two or more with at least two collaborative partners (Instructional Coach, Leadership Academy Teacher, principal, parent, and district office personnel). An effective *Start Up* stage is key to the longevity and success of any initiative. This stage in *Mastery Projects* is where roles of all involved—students and educators-- are clarified and all plans are discussed and agreed upon.

Teams will:

1. Form your collaborative Implementation Team of the principal, classroom teachers, instructional coach, leadership Academy teacher(s), parents, community persons and any other interested persons
2. Select a goal that is measurable and that corresponds to your school's NCA plan.
3. Complete and submit a Mastery Projects application.
4. Review the handout: *Mastery Projects: Guidelines and Examples*
5. Design your *Mastery Project(s)* including a time frame
6. Get a sign-off from their designated school or District representative
7. Create and learn a *Teacher Affirmation of Intent to Succeed*
8. Record your work on the *Mastery Projects Design Form*
9. Videotape a brief (2 min.) summary of their accomplishments in this *Start Up* step.

ANALYSIS OF CURRENT STUDENT WORK

This step helps set goals and creates student participation and ownership.

Responsibilities: Teacher teams of two or more with at least one collaborative partner. Two or more groups of students from at least two classrooms (can be more).

- Students are guided in developing both their analysis statements, affirmations and preparation for their videotaping.
- The students' current performance of a skill is recorded and the collaborative partners decide on their roles as they design their plan to help students meet the goals.

EXPLICIT INTENSIFIED INSTRUCTION

This stage is key to the success of the Mastery Projects. Teacher teams and collaborative partners have identified specific relevant instructional strategies that have been introduced in the NUA literacy initiative. These are reviewed and the understanding of their processes is deepened. The collaborative partners assist teachers in this stage, including demonstration lessons.

The classroom teachers and their partners work together to:

- prepare the needed models of excellence to be analyzed
- identify teaching and learning strategies and
- prepare guided and independent practice work

Students are guided in developing both their analysis statements, affirmations and preparation for their videotaping.

STUDENT ACADEMIC MASTERY PERFORMANCES

This step is where students demonstrate their mastery learning. The performances are demonstrations of mastery with an audience of more than the students' class. They can take place when two teachers gather their classes in one classroom, library, or the auditorium for mastery projects performances. They can be school-wide events/celebrations where all or a number of classes gather in the auditorium for an assembly of student mastery performances. Teachers help students prepare a performance, complete with a statement explaining their process of learning.

ASSESSMENT

At this stage collaborative teacher/administration teams:

- Prepare a written summary of the results of the project.
- Analyze and assess students' outcomes
- Assess the collaborative team's work
- Review everyone's role and responsibilities

They ask themselves:

1. Did we meet our goal for student achievement?
2. If so, then what were the contributing factors for our success?
3. If not, what factors limited our progress?
4. What changes do we need to make?
5. ETC.

CONTINUING THE PROCESS

This stage is important for continuity. Everyone should understand that the Master Academic Performance Projects are not isolated, but need to be connected to ongoing skill building in literacy.

1. Collaborative team decides on the plan for follow-up ongoing teaching and learning of the skills that were the focus of Mastery Projects
2. Each team will decide on the completion of several Mastery Projects over the course of the school year.