Academic Behaviors - Response to Intervention

Board of Trustees

March 8, 2016

Learning Targets

- Review campus intervention plans designed to help support students who are not developing important academic behaviors such as turning in their work on time or doing all of their assignments in order to strengthen their learning

- Reflect on teacher conversations about what they have observed to be the benefits of no longer rewarding or punishing student behaviors included in a student's grade
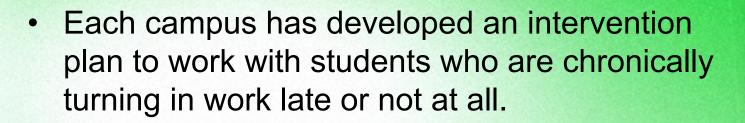
Driving Questions

- Do our grades accurately reflect student learning?

- Do our grading practices build confidence in our students' belief that they can learn?

Response to Intervention

- Each campus has developed an intervention plan to work with students who are chronically turning in work late or not at all.

- These plans have been developed to immediately intervene so students understand the importance of time management, meeting deadlines, and attention to their own learning.

Response to Intervention

Middle school discussion led by principals Angela Ricks and Jason Rainey.

High school discussion led by principal Vernon Reeves.

How have teachers and students adjusted to the loss of penalties as a way to correct student academic behaviors that are not acceptable?

How have these changes helped develop in our students self-motivation, self-driven learning, and internal controls over time management and respect for deadlines?

Challenging Behaviors

- Teachers are still challenged by some students who do not appear to understand the purpose of reassessing and are using these new guidelines to lengthen the window for doing the work and not holding themselves accountable for their own learning.

- Teachers and administrators continue to work with students on the purpose of reassessing and with helping them develop self-motivation and self-directed learning – two critical academic behaviors.
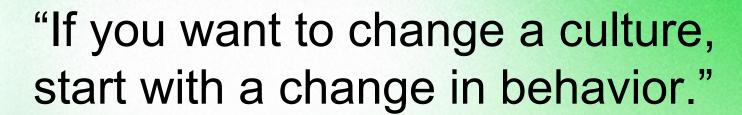
Goals for Change

The ultimate goal of changing our grading and assessment practices is to help our students to

- value learning over earning points,
- understand that errors are inherent in the learning process,
- recognize that feedback is a valuable tool to increase learning,
- develop time management skills, respect for meeting deadlines, and self-motivation, and
- take personal ownership of their own learning.

"If you want to change a culture, start with a change in behavior."

-Glasser

Questions and Feedback

- Do you still have questions?

- What additional information would be helpful for you to have?