Navigating Change
New Grading Practices and Guidelines

Sustainable change depends not upon compliance with external mandates or blind adherence to regulation, but rather upon pursuit of the greater good.

- Doug Reeves
  Leading Change in Your School

Consider this question…

When you were in second grade, what made you most proud and happy in the classroom?

Chances are you recall a room rich in color, full of laughter, alive with the joy of learning. You mastered some skills that seemed challenging just the year before, and you gained confidence as a learner. Most of all you knew every day that you were learning.

LEARNING TARGETS

✖ Review the implementation steps and adjustments made second semester based on feedback.

✖ Share authentic evidence gathered from teachers, students, and parents regarding the challenges and successes experienced as a result of our new practices.

✖ Outline next steps in the implementation process to maintain continuous improvement

Teach
Learn

NAVIGATING CHANGE

✖ Do our grades accurately reflect student learning?

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

IMPLEMENTATION SECOND SEMESTER

✖ Adjustments made second semester in grading practices:

+ Adjusted weighted categories when calculating grade

+ Standardized the reassessment time frame to 10 days

+ Relearning and reassessment provided on all major summative assessments

+ Relearning and reassessment on minor summative assessments determined by the teacher

+ Increased communication and feedback for students and parents

IMPLEMENTATION SECOND SEMESTER

✖ Support for teachers

+ Middle school teachers met and shared best practices and successes in implementing the new grading and assessment guidelines with a focus on using technology.

+ High school teachers worked on assessment and grading as a department on their campus.

+ Academic Leadership Teams focused on supporting teachers in standard referencing each assessment and grade entry.

+ Secondary Curriculum Coordinators have been working with teachers on developing assessments, reassessments, and feedback strategies as part of curriculum refinement.

COMMUNICATION AND FEEDBACK

Insert Video Clip

Innovative Teacher Practices

EVIDENCE OF THE IMPACT OF CHANGE

✖ Using Google documents and web-based instruction for re-learning

✖ Redesigning assessments by sections

✖ Feedback forms and processes

✖ Unpacking the TEKS with the students

WHAT ARE STUDENTS AND TEACHERS SAYING

Insert Video Clips of Teachers and Students

✖ Motivates me to try harder

✖ Is preparing me for college

✖ Giving me more opportunities to show how much I know

✖ Increased communication

✖ Increases student responsibility for their own learning

CONTINUOUS IMPROVEMENT

✖ Seeking feedback from students, parents, and especially teachers
  + Focus groups
  + PLCs
  + Surveys

✖ In a district wide survey, secondary parents responded that our efforts to strengthen communication are working, and they want to know more about what their children are learning and how they are progressing academically.

NEXT STEPS....

✖ Academic Leadership Team and principals reflect on year one experiences.

✖ Teachers identify specific support needs for year two.

NEXT STEPS….

✖ Campus leadership identifies goals for their campus improvement plans that will

➕ effectively communicate student progress toward mastery of the standards

➕ strengthen the relationship between homework/practice, formative assessment, and student learning.

➕ provide a structure for increased collaboration among teachers (PLCs).

➕ continue the efforts to provide weekly communication with parents.

➕ support teachers with strategies on how to work with students who don't meet deadlines, aren't prepared, and lack self-motivation

NEXT STEPS....

+ Professional learning for teachers will continue to focus on supporting the use of formative assessment, providing quality and timely feedback, and reassessing strategies.

BENEFITS OBSERVED FROM THE CHANGES

✖ Increased communication between teacher, student, and parents.

✖ Increased feedback to students about their learning.

✖ Increased student ownership of their learning.

✖ Increased alignment of student work and lessons to the standards

✖ Increased use of technology by teachers

Questions and Feedback