Garnet Hillman SBLAG Leaders Training, October 12, 2016

* If Skyward is our biggest problem then we are on our way
* Non-negotiables with implementation
  + Criterion-referenced
    - What are my standards?
      * Year-long/unit-long
    - Deconstruct the standards/benchmarks - what do they really mean?
    - Prioritize the standards/benchmarks  - Which standards will students be able to show mastery with at the end of the marking period?
    - How many standards in the gradebook - very much depends on the discipline
  + Evidence-based
    - What proof of learning?
      * Tests
      * Writing Assignments
      * Projects
      * Speeches
      * Quizzes
        + What is the best way to gather evidence?
  + Academic achievement, growth & behaviors reported separately
    - Academic achievement - Skyward
    - Growth - Schoology, other?
    - Behavior - reported on Skyward, data kept by individual teachers
      * Schoology Badges, Dojo, Spreadsheets, etc.
  + Shortened scale (4-6 levels)
    - True SBG - 2 levels - Proficient, Not Proficient
    - Moston Common - 4 levels
    - To have .5 or not have .5
    - Anytime levels are increased inter-rater reliability decreases
    - Remove roadblocks, what battles are we going to fight? What battles are we going to push to the future?
      * What GPA is a 4, 3, 2 or 1?
  + More feedback, less grading
    - SE2R (Summarize, explain, redirect, resubmit)
    - Here’s what, so what, now what?
    - TAG - You’re It
      * Tell what you like
      * Ask a question
      * Give an actionable suggestion
      * You’re it! - Do something with the feedback
    - Give yourself permission to grade less!
    - Variances & autonomy
      * There is no one right way to do this!
    - SPED - If a student receives help (modification) on any assessment from a para or teacher, their max score is a 2 or 75%
      * The work is obviously not their own
* Parent communication examples