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