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For further conversation about any of these topics:

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**It's a Three-Part Opera:**

1. Review Standards-Based Grading – “Yeah, but...,” “What if...,” and Clarifying Anything You’d Like
2. Shifting the Culture of a Building or District for SBG
3. Time to Create a Tentative Plan/Timeline, and Critique

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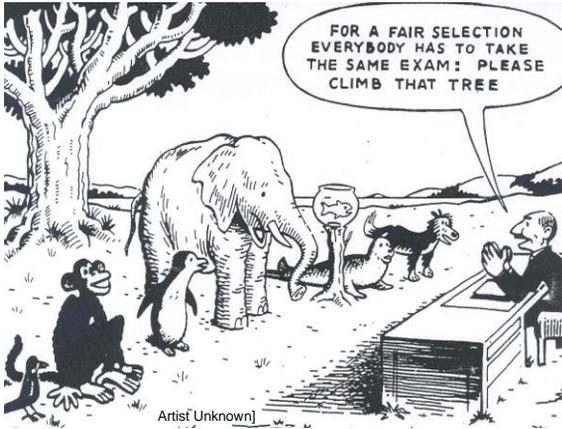
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Time is a variable, not an absolute.

*“Nobody knows ahead of time how long it takes anyone to learn anything.”*

Dr. Yung Tae Kim, “Dr. Tae,”  
Physics Professor,  
Skateboarding Champion

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It’s what students carry forward, not what they demonstrated during the unit of learning, that is most indicative of true proficiency.

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We are criterion-referenced, evidenced-based, *not* norm-referenced in classroom assessment and reporting.

We cannot conflate reports of compliance with evidence of mastery. Grades are reports of *learning, not doing.*

Grades are:

- *Subjective*
- *Inferential*
- *Relative*

*They are a fragile premise on which to base so much function and dysfunction in students' lives.*

But we can do something to correct this



Just because it's mathematically easy to calculate doesn't mean it's pedagogically correct.

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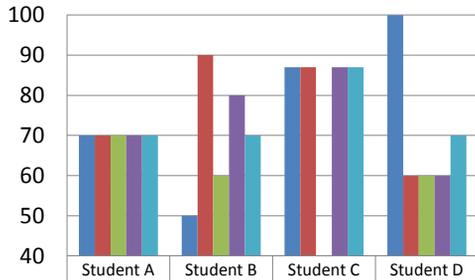
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	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

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### 'Time to Stop Averaging

1. Society's definition of normal/"average" changes over time
2. Averaging tells us how a student is doing in relation to others, but we are criterion-referenced in standards-based classrooms.
3. Averaging was invented in statistics to get rid of the influence of any one sample error in experimental design, not how a student is doing in relation to learning goal.
4. Mode and in some cases, median, have higher correlation with outside the classroom testing.

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Disaggregate. The more curriculum we pool into one symbol, the less valid is the symbol for reporting on any one standard.

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This quarter, you've taught:

- 4-quadrant graphing
- Slope and Y-intercept
- Multiplying binomials
- Ratios/Proportions
- 3-dimensional solids
- Area and Circumference of a circle.

The student's grade: B

*What does this mark tell us about the student's proficiency with each of the topics you've taught?*

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Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

Student	Dimension A	Dimension B	Total Score
1	2	10	12
2	10	2	12
3	6	6	12

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. – Marzano, CAGTW, page 13

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Accuracy increases with sample size; use clear and consistent evidence over time.

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What's the difference between **proficient** in the standard/outcome and **mastery** of the standard/outcome?

What does **exceeding** the standard mean?

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"The student understands fact versus opinion."

Identify

Create

Revise

Manipulate

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**Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** (From the Common Core Standards)

- ❑ What is the proper way to cite textual evidence in a written analysis?
- ❑ How much textual evidence is needed to support the student's claims?
- ❑ What if the student cites enough evidence but it's for an incorrect claim?
- ❑ What if the student is novel or stylistic in some way – will that be acceptable as long as he fulfills the general criteria?
- ❑ How specific does a student need to be in order to demonstrate being explicit?

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- ❑ Is the analysis complete if he just makes the claim and cites evidence without a line or two to tie it all back to the theme?
- ❑ And what does, "...as well as inferences drawn from the text," mean? Does it mean students make inferences about the text and back them up with text references or outside-the-text references? Are students supposed to comment on quality of inferences within the text? Are they supposed to make inferences when analyzing the text?
- ❑ What if they can do it with one piece of text, but not another, or they can do it this week, but not another?
- ❑ What text formats will we require students to analyze in this manner?
- ❑ What will constitute, "Exceeds the Standard?"

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### Working Definition of Mastery

(Wormeli)

**Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.**

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- Determine the surface area of a cube.
- Determine the surface area of a rectangular prism (a rectangular box)
- Determine the amount of wrapping paper needed for another rectangular box, keeping in mind the need to have regular places of overlapping paper so you can tape down the corners neatly
- Determine the amount of paint needed to paint an entire Chicago skyscraper, if one can of paint covers 46 square feet, and without painting the windows, doorways, or external air vents.

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What is the Role of Each One?

- Formative Assessment
- Summative Judgment
- Common Formative Assessment  
*[Focus on Common Evidence first!]*
- Alternative Assessment

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*Formative vs  
Summative in Focus:*

**Lab Reports in a  
Science Class**

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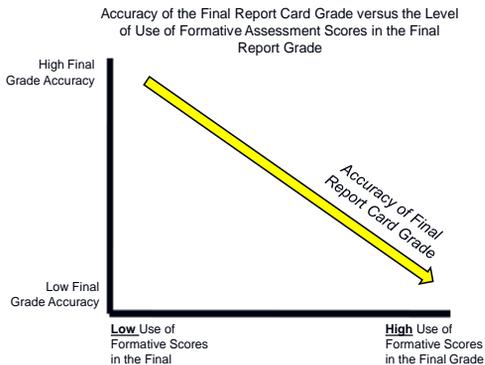
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## Two Homework Extremes that Focus Our Thinking

- If a student does none of the homework assignments, yet earns an “A” (top grade) on every formal assessment we give, does he earn anything less than an “A” on his report card?
- If a student does all of the homework well yet bombs every formal assessment, isn’t that also a red flag that something is amiss, and we need to take corrective action?

**Be clear: We mark and grade against standards/outcomes, not the routes students take or techniques teachers use to achieve those standards/outcomes.**

Given this premise, marks/grades for these activities can no longer be used in the academic report of what students know and can do regarding learner standards: maintaining a neat notebook, group discussion, class participation, homework, class work, reading log minutes, band practice minutes, dressing out in p.e., showing up to perform in an evening concert, covering textbooks, service to the school, group projects, signed permission slips, canned foods for canned food drive...



Set up your gradebook into two sections:

**Formative**

Assignments and assessments completed on the way to mastery or proficiency

**Summative**

Final declaration of mastery or proficiency

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**Great differentiated assessment is never kept in the dark.**

**“Students can hit any target they can see and which stands still for them.”**

– Rick Stiggins, Educator and Assessment expert

**If a child ever asks, “Will this be on the test?”.....we haven’t done our job.**

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We can learn without grades,  
we can't learn without  
descriptive feedback.

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What are you supposed to be learning,

...and where are you in relation to that goal?

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From Assessment/Grading Researcher, Doug Reeves, *The Chronicle of Higher Education*, September 18, 2009:

“The Class of 2013 grew up playing video games and received feedback that was immediate, specific, and brutal – they won or else died at the end of each game. For them, the purpose of feedback is not to calculate an average or score a final exam, but to inform them about how they can improve on their next attempt to rule the universe.”

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## Feedback vs Assessment

**Feedback:** Holding up a mirror to students, showing them what they did and comparing it what they should have done – There’s no evaluative component!

**Assessment:** Gathering data so we can make a decision

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Greatest Impact on Student Success:

**Formative** feedback

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Two Ways to Begin Using  
Descriptive Feedback:

- “Point and Describe”  
(from *Teaching with Love & Logic*, Jim Fay, David Funk)
  
- “Goal, Status, and Plan for the Goal”
  1. Identify the objective/goal/standard/outcome
  2. Identify where the student is in relation to the goal (Status)
  3. Identify what needs to happen in order to close the gap

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Effective Protocol for Data Analysis  
and Descriptive Feedback found in many Schools:  
Here’s What, So What, Now What

1. Here’s What: (*data, factual statements, no commentary*)
  
2. So What: (*Interpretation of data, what patterns/insights do we perceive, what does the data say to us?*)
  
3. Now What: (*Plan of action, including new questions, next steps*)

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Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	Dividing fractions		✓		✓
2	Dividing Fractions		✓		✓
3	Multiplying Fractions		✓	✓	
4	Multiplying fractions	✓			
5	Reducing to Smpilst trms	✓			
6	Reducing to Smpilst trms	✓			
7	Reciprocals	✓			
8	Reciprocals		✓	✓	
9	Reciprocals		✓	✓	

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- C, B, and B+ students get to re-do just as much as D and F students do. Do not stand in the way of a child seeking excellence.
- If report cards are due and there's not time to re-teach before re-assessing, record the lower grade, then work with the student in the next marking period, and if he presents new evidence of proficiency, submit a grade-change report form, changing the grade on the transcript from the previous marking period.
- Reserve the right to give alternative versions and ask follow-up questions to see if they've really mastered the material.
- Require parents to sign the original attempt.

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- It's okay to let students, "bank," sections of the assessment/assignment that are done well.
- No-re-do's the last week of the grading period.
- Replace the previous grade with the new one, do NOT average them together.
- Sometimes the greater gift is to deny the option.
- Choose your battles. Push for re-doing the material that is transformative, leveraging, fundamental.

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10 Practices to Avoid in a Differentiated Classroom  
*[They Dilute a Grade's Validity and Effectiveness]*

- Penalizing students' multiple attempts at mastery
- Grading practice (daily homework) as students come to know concepts [Feedback, not grading, is needed]
- Withholding assistance (not scaffolding or differentiating) in the learning when it's needed
- Group grades
- Incorporating non-academic factors (behavior, attendance, and effort)

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Imagine the Reverse...

$$A = 100 - 40$$

$$B = 39 - 30$$

$$C = 29 - 20$$

$$D = 19 - 10$$

$$F = 9 - 0$$

*What if we reversed the proportional influences of the grades? That "A" would have a huge, yet undue, inflationary effect on the overall grade. Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" grade to have such an undue, deflationary, and inaccurate effect. Keeping zeroes on a 100-pt. scale is just as absurd as the scale seen here.*

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100	4
90	3
80	2
70	1
60	0
50	-1
40	-2
30	-3
20	-4
10	-5
0	-6

### Consider the Correlation

A (0) on a 100-pt. scale is a (-6) on a 4-pt. scale. If a student does no work, he should get nothing, not something worse than nothing. How instructive is it to tell a student that he earned six times less than absolute failure? Choose to be instructive, not punitive.

[Based on an idea by Doug Reeves, *The Learning Leader*, ASCD, 2006]

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Temperature Readings for Norfolk, VA:

85, 87, 88, 84, 0 ← ('Forgot to take the reading')

Average: 68.8 degrees

This is inaccurate for what really happened, and therefore, unusable.

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Clarification:

When we're talking about converting zeroes to 50's or higher, we're referring to zeroes earned on major projects and assessments, not homework, as well as anything graded on a 100-point scale. It's okay to give zeroes on homework or on small scales, such as a 4.0 scale. Zeroes recorded for homework assignments do not refer to final, accurate declarations of mastery, and those zeroes don't have the undue influence on small grading scales.

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### Grading Late Work

- One whole letter grade down for each day late is punitive. It does not teach students, and it removes hope.
- A few points off for each day late is instructive; there's hope.
- Yes, the world beyond school is like this.

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Helpful Consideration for Dealing with Student's Late Work:

Is it chronic....

...or is it occasional?

*We respond differently, depending on which one it is.*

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Summative Assessments						
Student: _____						
Standards/ Outcomes	XYZ Test, part 1	PQR Project	EFG Observ.	XYZ Test, part 2	GHI Perf. Task	Most Consistent Level
1.1 [Descriptor]		3.5			3.5	<u>3.5</u>
1.2 [Descriptor]	2.5	5.0	4.5	4.5		<u>4.5</u>
1.3 [Descriptor]		4.5	3.5	3.0	3.5	<u>3.5</u>
1.4 [Descriptor]	3.5			3.5		<u>3.5</u>
1.5 [Descriptor]	2.0			1.5		<u>1.75</u>

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*Gradebooks and Report Cards in the Differentiated Classroom:  
Ten Important Attributes*

1. Everything is clearly communicated, easily understood
2. Use an entire page per student
3. Set up according to Standards/Outcomes
4. Disaggregate!
5. No averaging – Determine grades based on central tendency, trend, mode

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*Gradebooks and Report Cards in the Differentiated Classroom:  
Ten Important Attributes*

6. Behavior/Effort/Attendance separated from Academic Performance
7. Grades/Marks are as accurate as possible
8. Some students may have more marks/grades than others
9. Scales/Rubric Descriptors readily available, even summarized as possible
10. Grades/marks revisable

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## Responsive Report Formats

### Adjusted Curriculum Approach:

Grade the student against his own progression, but indicate that the grade reflects an adjusted curriculum. Place an asterisk next to the grade or check a box on the report card indicating such, and include a narrative comment in the cumulative folder that explains the adjustments.

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## Responsive Report Formats

### Progression and Standards Approach:

Grade the student with two grades, one indicating his performance with the standards and another indicating his own progression. A, B, C, D, or F indicates the student's progress against state standards, while 3, 2, or 1 indicates his personal progression.

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## Responsive Report Formats

### Multiple Categories Within Subjects Approach:

Divide the grade into its component pieces. For example, a "B" in Science class can be subdivided into specific standards or benchmarks such as, "Demonstrates proper lab procedure," "Successfully employs the scientific method," or "Uses proper nomenclature and/or taxonomic references."

*The more we try to aggregate into a single symbol, the less reliable that symbol is as a true expression of what a student knows and is able to do.*

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Report Cards without Grades

Course: English 9	Standard Descriptor	Standards Rating			
		(1)	(2)	(3)	(4)
Standard 1	Usage/Punct/Spelling	-----2.5			
Standard 2	Analysis of Literature	-----1.75			
Standard 3	Six + 1 Traits of Writing	-----3.25			
Standard 4	Reading Comprehension	-----3.25			
Standard 5	Listening/Speaking	-----2.0			
Standard 6	Research Skills	-----4.0			

Additional Comments from Teachers:

Health and Maturity Records for the Grading Period:

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Grading Inclusion Students

Question #1:

“Are the standards set for the whole class also developmentally appropriate for this student?”

- If they are appropriate, proceed to Question #2.
- If they are not appropriate, identify which standards are appropriate, making sure they are as close as possible to the original standards. Then go to question #2.

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Grading Inclusion Students

Question #2:

“Will these learning experiences (processes) we’re using with the general class work with the inclusion student as well?”

- If they will work, then proceed to Question #3.
- If they will not work, identify alternative pathways to learning that will work. Then go to Question #3.

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## Grading Inclusion Students

Question #3:

“Will this assessment instrument we’re using to get an accurate rendering of what general education students know and are able to do regarding the standard also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same standard?”

- If the instrument will provide an accurate rendering of the inclusion student’s mastery, then use it just as you do with the rest of the class.
- If it will not provide an accurate rendering of the inclusion student’s mastery, then identify a product that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as your are asking of the other students.

*Education Leadership* (ASCD)  
February 2010 | Volume 67 | Number 5  
Meeting Students Where They Are Pages  
Grading Exceptional Learners  
Lee Ann Jung and Thomas R. Guskey

*The next four  
slides’ content  
can be found  
in this article.*

For more details, see:

Office of Civil Rights. (2008, October 17). Dear colleague letter: Report cards and transcripts for students with disabilities. Available:  
[www.ed.gov/about/offices/list/ocr/letters/colleague-20081017.html](http://www.ed.gov/about/offices/list/ocr/letters/colleague-20081017.html)

ljung@uky.edu  
guskey@uky.edu

“**Myth 2: Report cards cannot identify the student’s status as an exceptional learner.**”

“**Fact:** According to guidance recently provided by the U.S. Department of Education’s Office of Civil Rights (2008), a student’s IEP, 504, or ELL status can appear on report cards (which communicate information about a student’s achievement to the student, parents, and teachers) but not on transcripts (which are shared with third parties—other schools, employers, and institutes of higher education) (Freedman, 2000). Even on report cards, however, schools must carefully review whether such information is necessary.”

**“Myth 3: Transcripts cannot identify the curriculum as being modified.**

“Fact: This is perhaps the most common of all reporting myths. Under the Individuals with Disabilities Education Act (IDEA) of 1997 and 2004, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, transcripts cannot identify students as qualifying for special services or accommodations— supports that provide access to the general curriculum but do not fundamentally alter the learning goal or grade-level standard. However, schools can legally note curriculum modifications—changes that fundamentally alter the learning goal or grade-level expectation (Freedman, 2000, 2005).”

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**Three types of learning criteria related to standards (see Guskey, 2006):**

“**Product** criteria address what students know and are able to do at a particular point in time. They relate to students' specific achievements or level of proficiency as demonstrated by final examinations; final reports, projects, exhibits, or portfolios; or other overall assessments of learning.”

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“**Process** criteria relate to students' behaviors in reaching their current level of achievement and proficiency. They include elements such as effort, behavior, class participation, punctuality in turning in assignments, and work habits. They also might include evidence from daily work, regular classroom quizzes, and homework.

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“**Progress** criteria consider how much students improve or gain from their learning experiences. These criteria focus on how far students have advanced, rather than where they are. Other names for progress criteria include learning gain, value-added learning, and educational growth.”

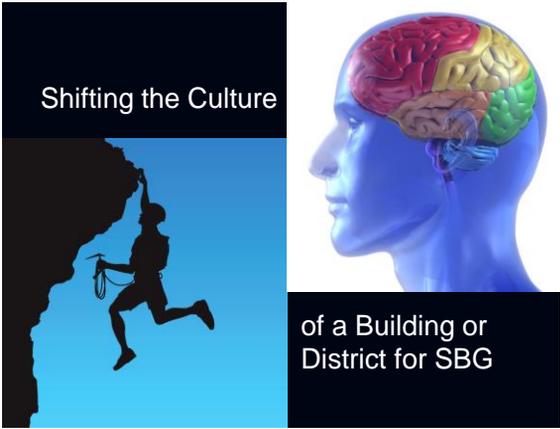
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Why are we shifting the building culture?

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To begin, focus on what you have in common.

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**Three Premises:**

- We can **control** and **coerce** someone to do something, but we can't **motivate** anyone to do anything they don't already want to do.
- Motivation is only doing to the best of our ability what we are *already capable* of doing. (Rick Lavoie, F.A.T. City Workshop: How Difficult Can This Be?" PBS Video)
- Motivation is not something we do **to** teachers, it is something we create *with* them.

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**If those are true, then:**

Our focus is to create an environment that cultivates curiosity and personal investment, making sure students and teachers feel safe to engage in the activity or topic without fear of embarrassment or rejection.

And, we accept the fact that there is no such thing as laziness.

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**Carrots and stick approaches don't work. Avoid them.**

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**Three elements in intrinsic motivation:**

- **Autonomy** -- the ability to choose what and how tasks are completed
- **Mastery** -- the process of becoming adept at an activity
- **Purpose** -- the desire to improve the world.

-- Daniel H. Pink

*Drive: The Surprising Truth about What Motivates Us*

2009

## Build teacher autonomy.

When teachers retain autonomy to make lesson changes they find effective, they take responsibility for the outcomes. They commit to a lesson's success more personally, analyzing their actions and revising thoughtfully.

Examples of Teachers' Lack of Autonomy:

- ✗ Mandated scripted programs with no option to adjust it according to students' needs...
- ✗ "Teachers are warned to plan accordingly because the paper supply will run out in January..."
- ✗ The master schedule cannot be changed to accommodate a compelling guest speaker...
- ✗ Teachers can't incorporate a new "app" in their lessons because it promotes the use of personal technology that school hasn't sanctioned...
- ✗ New students are three grade levels below grade-level proficiencies but they must do well on the final exam anyway...
- ✗ No, you can't take that field trip with the class because you only get one per year, and it would be too much time away from preparing for the annual exam.



**Create moral imperative.**

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**As leaders, we all have our own philosophy/pedagogy that we believe. To what degree will we allow our teachers to hold beliefs and conduct practices different from our own?**

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**What goes unachieved in students because we chose to be politically safe?**

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## Metaphors and Analogies

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## Great Resources on Metaphors

*From Molecule to Metaphor: A Neural Theory of Language* by Jerome Feldman

*Metaphor: A Practical Introduction* by Zoltan Kovecses

*Poetic Logic: The Role of Metaphor in Thought, Language, and Culture* by Marcel Danesi

*Metaphors & Analogies: Power Tools for Teaching any Subject* by Rick Wormeli

*I Is an Other: The Secret Life of Metaphor and How It Shapes the Way We See the World* by James Geary

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## Great Resources on Metaphors

*Metaphors We Live By* by George Lakoff

*The Political Mind: Why You Can't Understand 21st-Century American Politics with an 18th-Century Brain*

by George Lakoff

*A Bee in a Cathedral: And 99 Other Scientific Analogies* by Joel Levy

*On Metaphor (A Critical Inquiry Book)* edited by Sheldon Sacks

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Forged by the operating tenets with which we perceive the world and conduct our actions.

Effective educators regularly assess these principles for validity and revise them in light of new evidence/perspective.

In teaching and leadership, we seek integrity: Our actions reflect our principles. Put another way: We minimize our hypocrisies.

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**Identify the Principles Involved, THEN Gather the Solutions**

**Example: How do I grade English Language Learners?**

**Principles/Tenets Involved:**

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
  - To be useful, grades must be accurate reports of evidence of students' performance against standards.
  - Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
  - Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.
- (continued)*

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**Identify the Principles Involved, THEN Gather the Solutions**

**Example: How do I grade English Language Learners?**

**Principles Involved: (Continued)**

- English Language Learners have a right to be assessed accurately.
  - Lack of language proficiency does not mean lack of content proficiency.
  - Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.
- If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?*

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**With colleagues,  
reflect on the bigger questions:**

- Whose voice is not heard in our deliberations?
- What do we know about differentiated practices and the latest in cognitive theory and how are those aspects manifest in our classrooms? If not, why not?
- Are we mired in complacency?
- Are we doing things just to perpetuate what has always been done?
- Are we open to others' points of view – why or why not?
- Does our report card express what we're doing in the classroom?
- How are modern classrooms different from classrooms thirty years ago?
- Where will our practices look like 15 years from now?
- To what extent do we allow state, provincial, country, or international exams to influence our classroom practices?

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*Just because we can't fathom the logistics  
doesn't mean we abandon the principle.*

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**Writer and educator, Margaret  
Wheatley, is correct:**

***"We can't be creative unless  
we're willing to be confused."***

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### **Cultivate Teacher Creativity.**

*Seriously, it's just as vital as content expertise, professional behavior, and maintaining proper records.*

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### **Do we have the creativity to solve our own problems?**

- My whole lesson today is based on accessing those three Websites, but the school's Internet is down, so what can we do instead?
- Small groups are not working in my class, yet I know they're important for many students' learning. How do I get these students to stay focused on their group tasks?
- I've backed myself into a corner explaining an advanced science concept, and it's not making sense to me, let alone to my students. What should I do?
- Angelica is far beyond where I'm comfortable teaching, but we have two more weeks in this unit for the rest of the class. What will I do with her that honors her readiness level?

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- I'm supposed to differentiate for some of my students, but I don't see any time to do it.
- My school's current electronic gradebook system doesn't allow me to post anything but norm-referenced scores, and I want to be more criterion-referenced in my grades. What can I do?
- Because I'm a veteran teacher, I've been asked to be the rotating teacher using a cart and moving from classroom to classroom each period so the new teacher can have his own room and not have so much to deal with his first year. How will I handle this?

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Creativity is making connections between dissimilar things in such a way as to create something new.

It's often about recombining old ideas and things for new purposes or perspectives.

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From Professor Alane Starko in her book, *Creativity in the Classroom*:

Gutenberg developed the idea of movable type by looking at the way coins were stamped.

Eli Whitney said he developed the idea for the cotton gin while watching a cat trying to catch a chicken through a fence.

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Pasteur began to understand the mechanisms of infection by seeing similarities between infected wounds and fermenting grapes.

Einstein used moving trains to gain insight into relationships in time and space.

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## Combination and Re-Combination

- Hall duty and Teacher Advisory
- Service Learning and Students in danger of dropping out
- Miniature Golf and lesson sequence
- Students' cafeteria behavior and architecture
- Unmotivated faculty and farming, astronomy, or marble tabletops.
- Parental involvement and medicine

Don't succumb to the opinions of untrained parents, business leaders, and politicians. "Trust your training, you will."

Use informed opinion, not unexamined rituals, or blind adherence to district declarations.

Reform happens easiest and works best in schools in which teachers participate in national/international conversations. Build these connections with faculty.

Don't succumb to intellectual bias.

*Build Empathy.*

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Give teachers feedback in the manner in which we want them to give feedback to students. Experiencing the positive of such, they are inclined to offer it to students.

Ask teachers to tell the story of how they learned their craft.

Ask teachers to submit to the same evaluation requirements as they demand of their students.

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**Premise:**

**A teacher waiting for the school or district to provide professional development for him isn't even treading water. We are responsible for our own professional development.**

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Our Own  
Professional Development

- Mentoring
- Professional Reading, Book Study
- Reflective Learning Logs
- Listservs, on-line communities
- Instructional Roundtables
- Professional Learning Communities
- Faculty Portfolios
- Videotaping and Analysis
- Workshops and Conferences
- Web casts and Video-conferencing
- Action research
- National Board Certification

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Great On-line Tutorials about Teaching  
and/or the Subjects We Teach

- [www.teachingchannel.org](http://www.teachingchannel.org)
- [www.schooltube.com](http://www.schooltube.com)
- [www.teachertube.com](http://www.teachertube.com)
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.youtube.com](http://www.youtube.com)
- Authors/Publishers often have videos  
([www.stenhouse.com/fiae](http://www.stenhouse.com/fiae))

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Teacher Inservice Training

- [www.amle.org](http://www.amle.org), [www.mmsa.info](http://www.mmsa.info)
- [www.ascd.org](http://www.ascd.org)
- [www.sde.com](http://www.sde.com)
- [www.leadandlearn.org](http://www.leadandlearn.org)
- [www.nassp.org](http://www.nassp.org)
- Specific subject professional organizations
- Authors and presenters
- [www.aeispeakers.com](http://www.aeispeakers.com)
- Speaker's bureaus
- "Wisdom Within" – experts in the building already
- Consider Webcasts, E-Seminars, or Videocasts

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Subscribe

- RSS Feeds
- Blogs
- Magazines/journals
- Updates
- Smartbrief 



**Sample Smartbrief Topics:**

- Stem Education
- Middle Level Teaching
- Special Education
- ASCD
- Global News
- Ed Tech
- Geography
- English and Literacy
- Social Studies
- Math
- Scientific Research
- Education Leadership
- Education Policy

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Good Idea:

Maintain a place on the school's Intranet to post notes from conferences, article summaries, relevant blogs, etc. as well as questions. Have those questions answered by teachers or guest experts (local and national trainers and authors on differentiation).

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**Don't forget  
On-line,  
Live  
Professional  
Development  
just for you or  
faculty:**

- Google Hangout
- Skype
- Live Webinars

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- Present concerns along with their solutions so they are not stressed further
- Acknowledge that they are having a tough time and come across as supportive, not adversarial
- Quit working for him or her
- Make it very comfortable for him or her to vacate the position
- Share our concerns with someone in supervisory capacity

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**Run the numbers for those that need to see them.**

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**Rotate meeting places in order to fully dimensionalize colleagues—so they become more than stereotypes and caricatures. Help faculty and colleagues see the full person with whom they are working.**

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**When disagreeing, is it better to say, "Tell me more about that," or to roll our eyes in derision? Put norms in place in which it is safe to question the status quo without fear of reprisals or looking ridiculous.**

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**Invite Devil's Advocate, Socrates, "Yes, but..." questions to let folks to get answers to specific concerns, but also facilitate an equal number of "Yes, and..." responses in which colleagues improve or extend ideas.**

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**Skill Sets Teachers Need in Order to Work Together to Improve Practices**

- How to write and talk about teaching; how to make the implicit explicit
- Formative versus Summative Assessments
- Cognitive Science applied in the classroom
- How to critique each other constructively
- How to work with mentors/coaches
- How to read, critique, and share professional materials – text, Websites, videos, research.

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Ask what a respected colleague or leader would do.

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**Realize that every administrator/teacher wants students to be successful. If you find a better way to achieve student success, don't be bashful. Present it.**

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**Present problems with their solutions.**

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**Start with a Few...**

- ◆ Identify 3 or 4 staff already differentiating or willing to give it a shot...*and support their journey with everything you've got.*
- ◆ Ask them to present their journey to the faculty -- 'mistakes, successes, 'everything.
- ◆ Invite a parent or three to be a part of the conversations.

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**Regularly Affirm Small Steps**

- public recognition at faculty gatherings
- private notes of thanks & encouragement
- take over a teacher's class in order to give her an extra planning period
- refer a teacher looking for help to a successful teacher
- post teacher successes somewhere visible
- invite news organizations to interview teachers who've been successful
- ask successful teachers to take on leadership roles

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**"Dipstick" frequently.**

(a John Saphier term)

**This includes a checklist for evidence of standards-based assessment/grading in your Walk-through observations.**

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**Bring at least one parent to every conference or in-service training.**

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**Open each Faculty Meeting with the Idea**

A different group shares their interactions with the topic for five to ten minutes each meeting. Rotate different departments and grade levels through the presentation duty.

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**Use Department Meetings**

At every department meeting:  
Discuss an aspect of the idea and prepare a report for the administration

Ask: What does this look like in our discipline?

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## Disseminate articles/ideas in teacher boxes

Keep the idea(s) in front of teachers so it doesn't get moved to the back burner. Make sure to follow up with a structured interactions.

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## Publicize!

Add the new program or emphasis to the school's publications such as newsletters, Website, Work Plan, accreditation materials, and promotional school materials.

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## Conduct Instructional Roundtables

- One-hour or less
- Someone (not limited to leaders) posts a topic for discussion and a location for the meeting two weeks in advance
- All are invited, but 'must have one idea to share (photocopied) as ticket to the roundtable

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**C.B.A.M. --  
Concerns-Based Adoption Model**

Teachers move through different stages of concern – for themselves, for the task, for the new idea’s impact – as well as through stages of use. If we respond to each level of concern and how teachers are using the idea, teachers are more willing to partake in the new initiative.

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Teacher Concerns

- 6 - Refocusing
- 5 – Collaboration
- 4 – Consequences
- 3 – Management
- 2 – Personal
- 1 – Informational
- 0 – Awareness

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Teachers Use of the New Idea

- 6 – Renewal
- 5 – Integration
- 4a/4b – Refinement/Routine
- 3 – Mechanical
- 2 – Preparation
- 1 – Orientation
- 0 – Non-use

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# Resources

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Check out the **FREE Website** for **Perspective and Practicality on Assessment and Grading Issues!**

**[www.stenhouse.com/fiae](http://www.stenhouse.com/fiae)**

1. Two new, substantial study guides for *Fair Isn't Always Equal*
2. Q&A's - abbreviated versions of correspondence with teachers and administrators
3. Video and audio podcasts on assessment and grading issues
4. Testimonials from educators
5. Articles that support the book's main themes

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Also, check out  
ASCD's *Education Leadership*  
November 2011 issue  
Vol. 69, Number 3  
Theme: Effective Grading Practices  
Single Issue: \$7.00, 1-800-933-2723

[www.ascd.org](http://www.ascd.org)

Among the articles:

- Susan M. Brookhart on starting the conversation about the purpose of grades
- Rick Wormeli on how to make redos and retakes work
- Thomas R. Guskey on overcoming obstacles to grading reform
- Robert Marzano on making the most of standards-based grading
- Ken O'Connor and Rick Wormeli on characteristics of effective grading
- Cathy Vatterott on breaking the homework grading addiction
- Alfie Kohn on why we should end grading instead of trying to improve it

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New Resource on Grading:

**“The Grading System We Need to Have”**

[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2014/05/response\\_the\\_grading\\_system\\_we\\_need\\_to\\_have.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/05/response_the_grading_system_we_need_to_have.html)

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**Response to a parent of an AP student when his teachers started doing re-assessments for full credit in their AP classes:**

<http://www.stenhouse.com/html/fiae-grading.htm>

[http://www.adams12.org/files/learning\\_services/Wormeli\\_Response.pdf](http://www.adams12.org/files/learning_services/Wormeli_Response.pdf)

**Principal’s Blog as he worked with faculty on Re-do’s and SBG:**

<http://blog.stenhouse.com/archives/2013/03/21/profiles-of-effective-pd-initiatives-owen-j-roberts-middle-school/>

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Former AP Teacher,  
now Building Administrator,  
Reed Gillespie



Responses to Re-Do Concerns:

<http://www.reedgillespie.blogspot.com/2013/04/redos-and-retakes.html>

12 Practical Steps to Conducting Re-do’s:

<http://www.reedgillespie.blogspot.com/2013/04/12-steps-to-creating-successful-redo.html>

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- *Checking for Understanding: Formative Assessment Techniques for your Classroom* (Fisher and Frey)
- *Transforming Classroom Grading* (Marzano)
- *Classroom Assessment and Grading that Work* (Marzano)
- *How to Assess Higher-Order Thinking Skills in your Classroom* (Brookhart)
- *Grading Exceptional and Struggling Students: RTI, ELL, IEP* (Guskey, Jung)
- *On Your Mark: Challenging the Conventions of Grading and Reporting* (Guskey)

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Three particularly helpful books I just read and I highly recommend:

- Keeley, Page. *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning*, Corwin Press, NSTA Press, 2008
- Brookhart, Susan. *How to Assess Higher-Order Thinking Skills in your Classroom*, ASCD, 2010
- *Alternatives to Grading Student Writing*, Stephen Tchudi, Editor, NCTE, 1997

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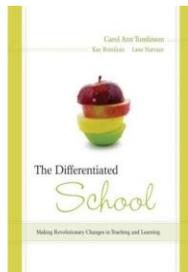
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Great book to get started:

***The Differentiated School: Making Revolutionary Changes in Teaching and Learning***

Carol Ann Tomlinson, Kay Brimijoin, Lane Narvaez  
ASCD 2008




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