

Teaching to Mastery

Using Standards Based Teaching, Learning, and Grading

Gresham Middle School

Knoxville, Tennessee

- * Donna Parker - Principal
- * Jeff Castleberry and Glen Price - Grade Level Principals
- * Nicole Resmondo - Science Teacher

Overview

- * Why SBG?
- * Our Journey- A Principal's Perspective
- * How it applies in the classroom- A Teacher's Perspective
- * Q & A

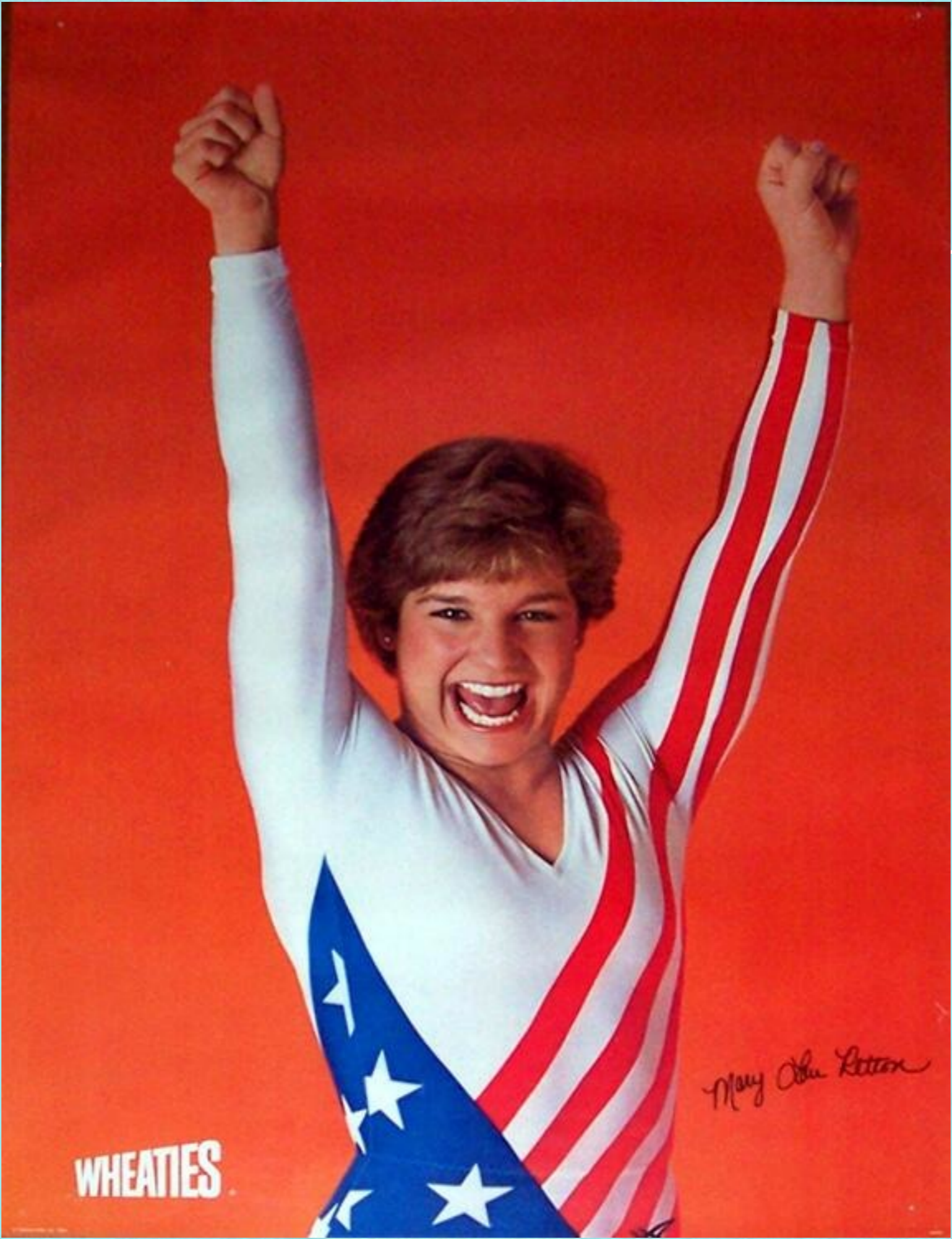
Why SBG?



* Grades and TCAPs did not match







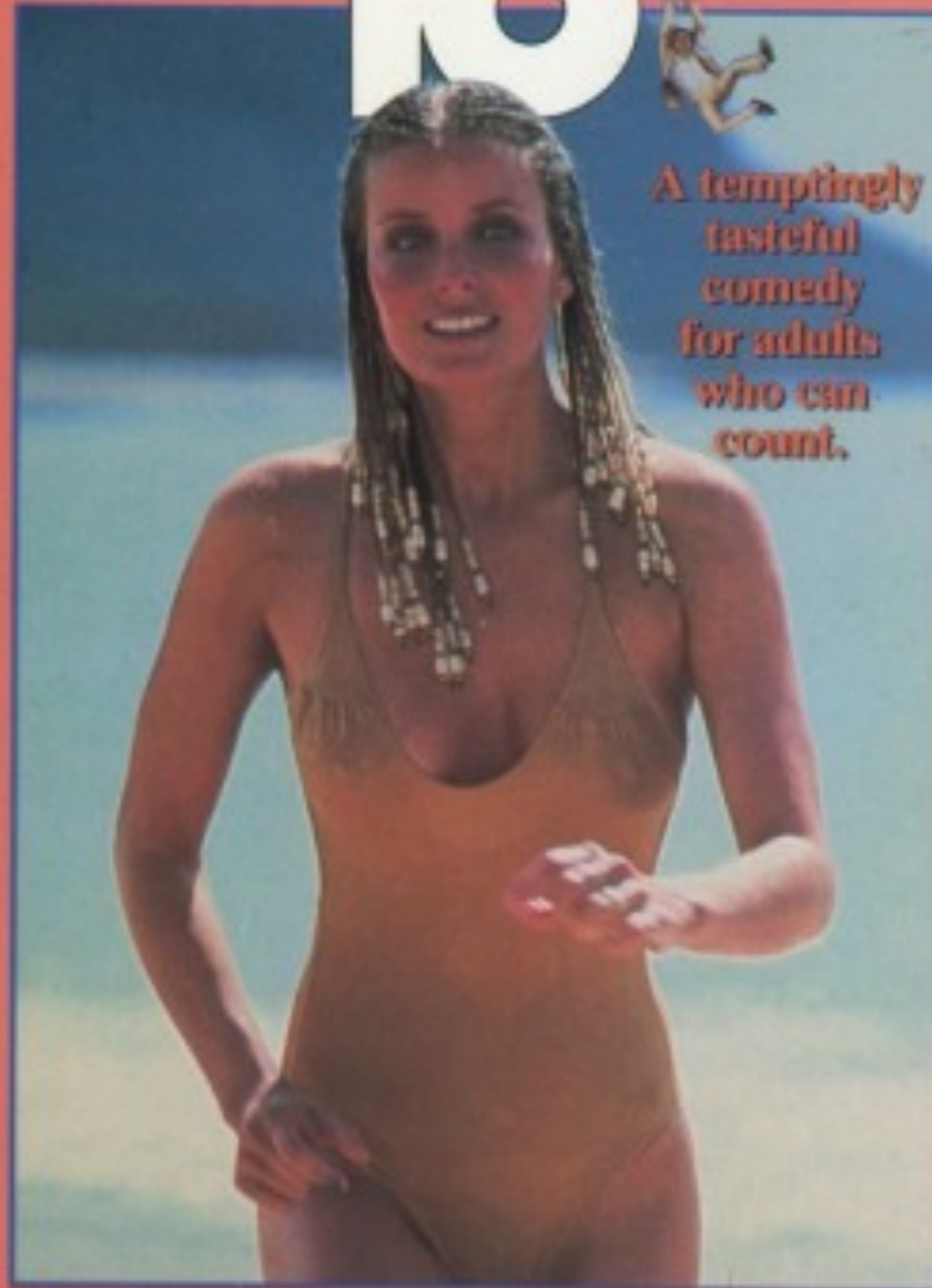


BLAKE EDWARDS'

"10"



A temptingly
tasteful
comedy
for adults
who can
count.



DUDLEY MOORE · JULIE ANDREWS · BO DEREK

in BLAKE EDWARDS' "10"

ROBERT WEBBER

Written and Directed by BLAKE EDWARDS

Produced by BLAKE EDWARDS and TONY ADAMS

Original Music by HENRY MANCINI

an ORION® PICTURES Release

Why SBCG

* Teaching needed to be focused on student mastery of the expected standards

U. S. Figure Skating Basic Skills Program Basic Skills 1-8



The "basic skills" are the fundamentals of the sport. These eight levels of the program introduce the fundamental moves: forward skating, backward skating, stops, edges, crossovers, turns and Mohawks. Upon completion of the Basic 1-8 levels, skaters will have a basic knowledge of the sport, enabling them to advance to more specialized areas of skating.

BASIC 1

Basic 1

1. Sit on ice and stand up
2. March forward across the ice
3. Forward two-foot glide
4. Dip
5. Forward swizzles – 6-8 in a row
6. Backward wiggles – 6-8 in a row
7. Snowplow stop
8. Rocking horse – 2-3
9. Two-foot hop in place (optional)

BASIC 2

Basic 2

1. Forward one foot glides – R and L
2. Backward two-foot glide
3. Backward swizzles – 6-8 in a row
4. Two-foot turn from forward to backward in place
5. Moving snowplow stop
6. Forward alternating half swizzle pumps, in a straight line (slalom-like pattern)

BASIC 3

Basic 3

1. Forward stroking, showing correct use of blade
2. Forward half swizzle pumps on a circle – 6-8 consecutive clockwise and counterclockwise
3. Moving forward to backward two-foot turn – clockwise and counterclockwise
4. Backward one-foot glides – R and L
5. Forward slalom
6. Two-foot spin – up to two revolutions

BASIC 4

Basic 4

1. Forward outside edge on a circle – R and L
2. Forward inside edge on a circle – R and L
3. Forward crossovers, clockwise and counterclockwise
4. Forward outside three-turn, R and L from a stand-still position
5. Backward half swizzle pumps on a circle, clockwise and counterclockwise
6. Backward stroking
7. Backward snowplow stop – R and L

BASIC 5

Basic 5

1. Backward outside edge on a circle – R and L
2. Backward inside edge on a circle – R and L
3. Backward crossovers, clockwise and counterclockwise
4. Beginning one-foot spin – up to three revs, optional entry and free-foot position
5. Hockey stop
6. Side toe hop – both directions

BASIC 6

Basic 6

1. Forward inside three-turn – R and L from a standstill position
2. Moving backward to forward two-foot turn on a circle, clockwise and counterclockwise
3. T-stop – R or L
4. Bunny hop
5. Forward arabesque/spiral on a straight line – R or L
6. Forward lunge – R or L

BASIC 7

Basic 7

1. Forward inside open Mohawk from a standstill position – R to L and L to R
2. Backward outside edge to forward outside edge transition on a circle – R and L
3. Ballet jump – R and L
4. Backward crossovers to a backward outside edge glides (landing position), clockwise and counterclockwise
5. Forward inside pivots – R or L

BASIC 8

Basic 8

1. Moving forward outside three-turn on a circle – R and L
2. Moving forward inside three-turn on a circle – R and L
3. Combination move: Forward crossovers (2) into forward inside Mohawk, cross behind, step into backward crossover (1) and step to forward inside edge
4. One-foot upright spin, optional entry and free-foot position
5. Waltz jump
6. Mazurka – R and L

Along with great teachers, we believe SBCG has helped us become a high growth school!

Gresham is in the 99th percentile of elementary and middle schools for the entire state of Tennessee

School	State Percentile for One Year Composite Success Rate (% P/A)	State Percentile for One Year TVAAS Index
Gresham Middle School	77.03	98.97



Our Journey

It's all about creating a culture and letting it grow organically.

1. Philosophical Shift and Urgency
2. Teacher-Leader Team
3. Design
4. Growing and Embedding the Culture
5. Continuous Improvement

Philosophical Shift and Urgency

- * Realization
- * Dr. Robert L. Canady- What is a grade?
- * ICU (Dr. Jayson Nave and Danny Hill) - Gresham's Hill

Teacher Leader Team

- * Teacher Leaders- research and visit of school (Spring Hill High, Maury Co.)
- * Utilized the assistance of an expert- Chris Greene (WVM)
- * Using the Gradual Release Plan of implementation, 6th Grade teachers became the SBC team.

Design

- * We had a 3 day training, work session, and planning with all 6th grade teachers.
- * Together we created a plan.
- * We communicated with parents, directors, students, and other grade levels.

Design Cont.

- * Continued communication for support
- * Provided time for remediation and content planning (PLC's)
- * Created policies and procedures
- * Provided professional development and support
- * More communication for support

Growing and Embedding the Culture

- * 6th grade had great results after the first year (2011-2012)
- * Implementation continued to 7th Grade (2012-2013) and then 8th grade (2013-2014)
- * Each grade level received training before implementation

Continuous Improvement

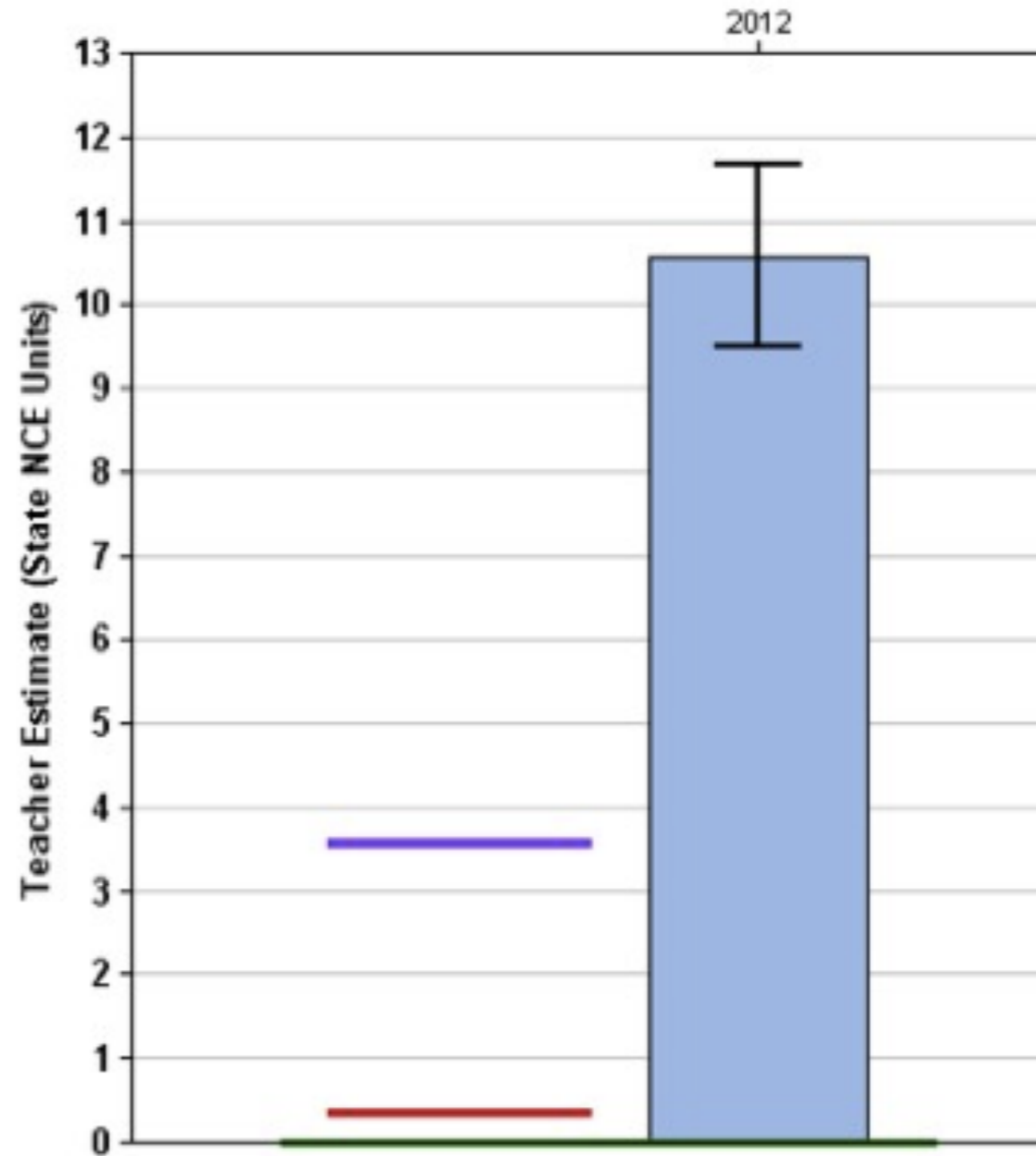
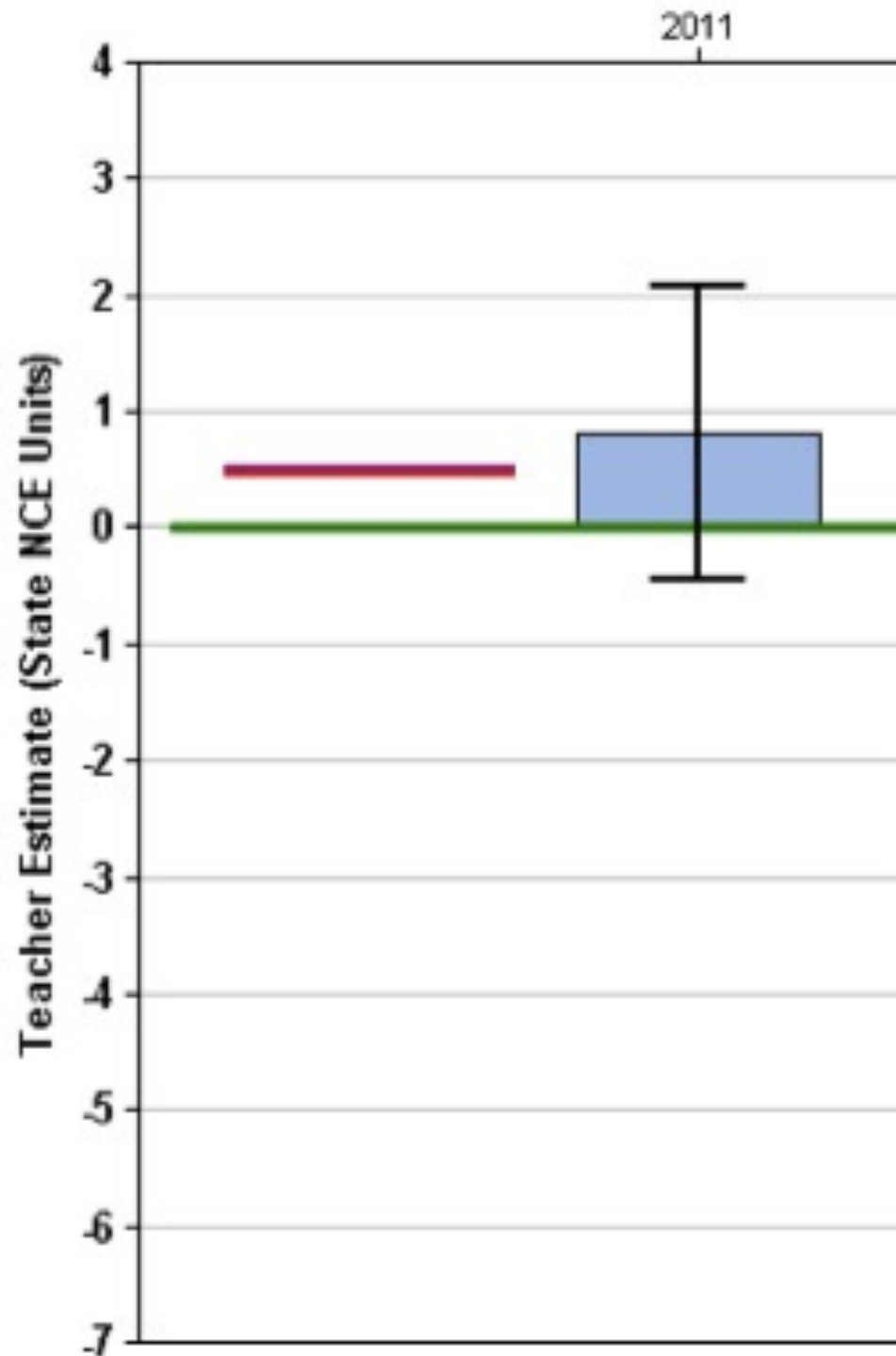
Where are we?

- * Improving and/or strengthening student progress monitoring
- * Improve and/or increase student's intrinsic motivations. Focus on continued mastery fostering productive struggle.
- * We want to improve or re-evaluate remediation/ homework/ expectations
- * Understanding the difference between differentiation and scaffolding for learning. Having high expectation with supports.
- * We are working toward continuous improvement

Benefits of Standards-Based Teaching

- ✓ Collaboration and meaningful PLC's
 - ✓ Focused Lessons– parents know where to help
 - ✓ Teacher Driven vs. Textbook Driven
 - ✓ Mastery vs. quantity of work
 - ✓ Student Motivation
 - ✓ Provides the Vision and Expectations
 - ✓ Identifies Student's Strengths and Weaknesses
 - ✓ Identifies Teacher's Strengths and Weaknesses
 - ✓ Progress Reports
 - ✓ Parent-Teacher Conferences
 - ✓ Common Core
-
- ✓ Focus of last year:
 - ✓ The learning and mastery– not the grade
 - ✓ Student ownership of learning

My Results before SBG 2011 & after SBG 2012

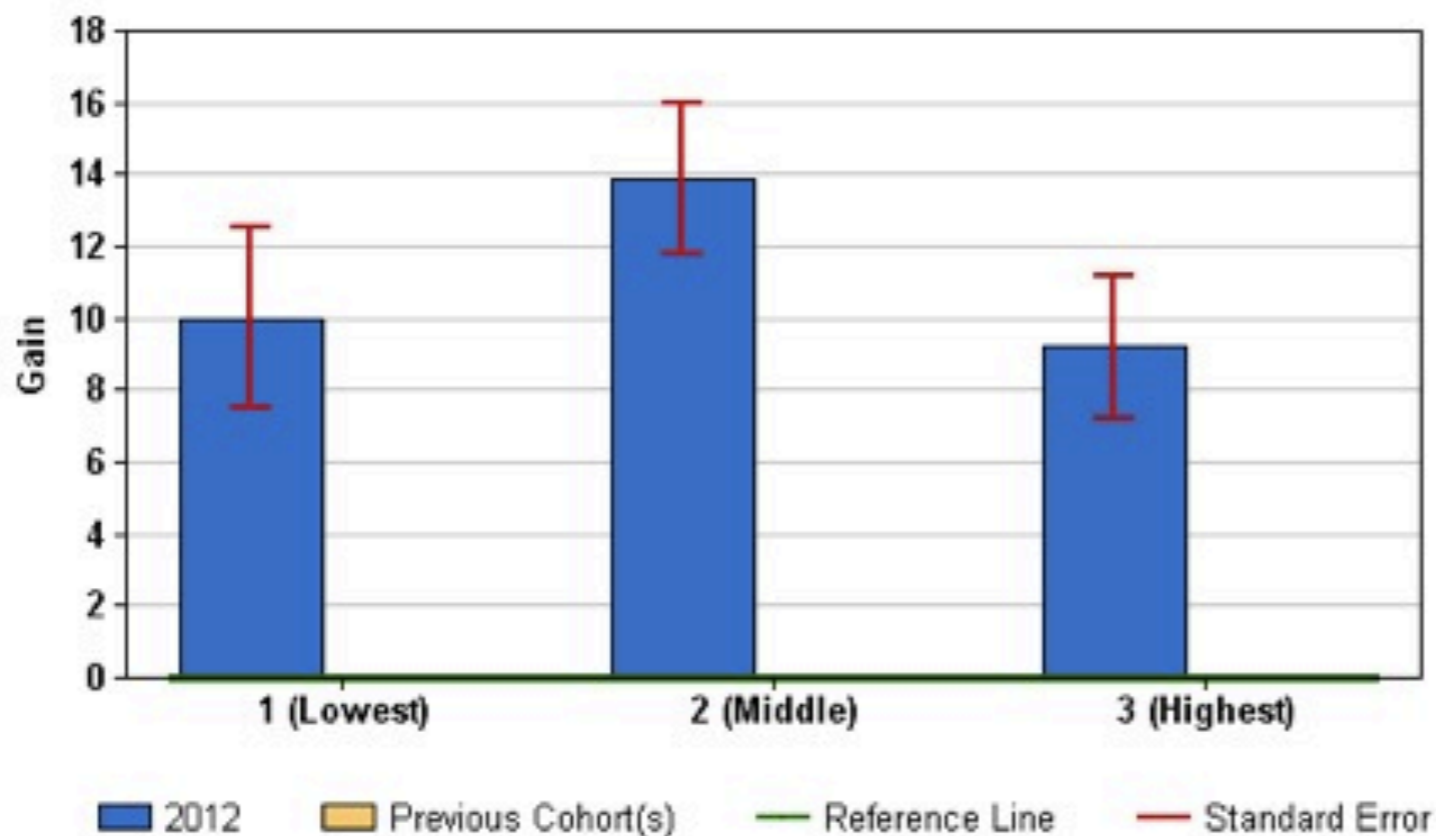


Report: Teacher Diagnostic
School: Gresham Middle School
System: Knox County
Teacher: NICOLE RESMONDO (291486)
Year: 2012

Test: TCAP
Subject: Science
Grade: 6th Grade

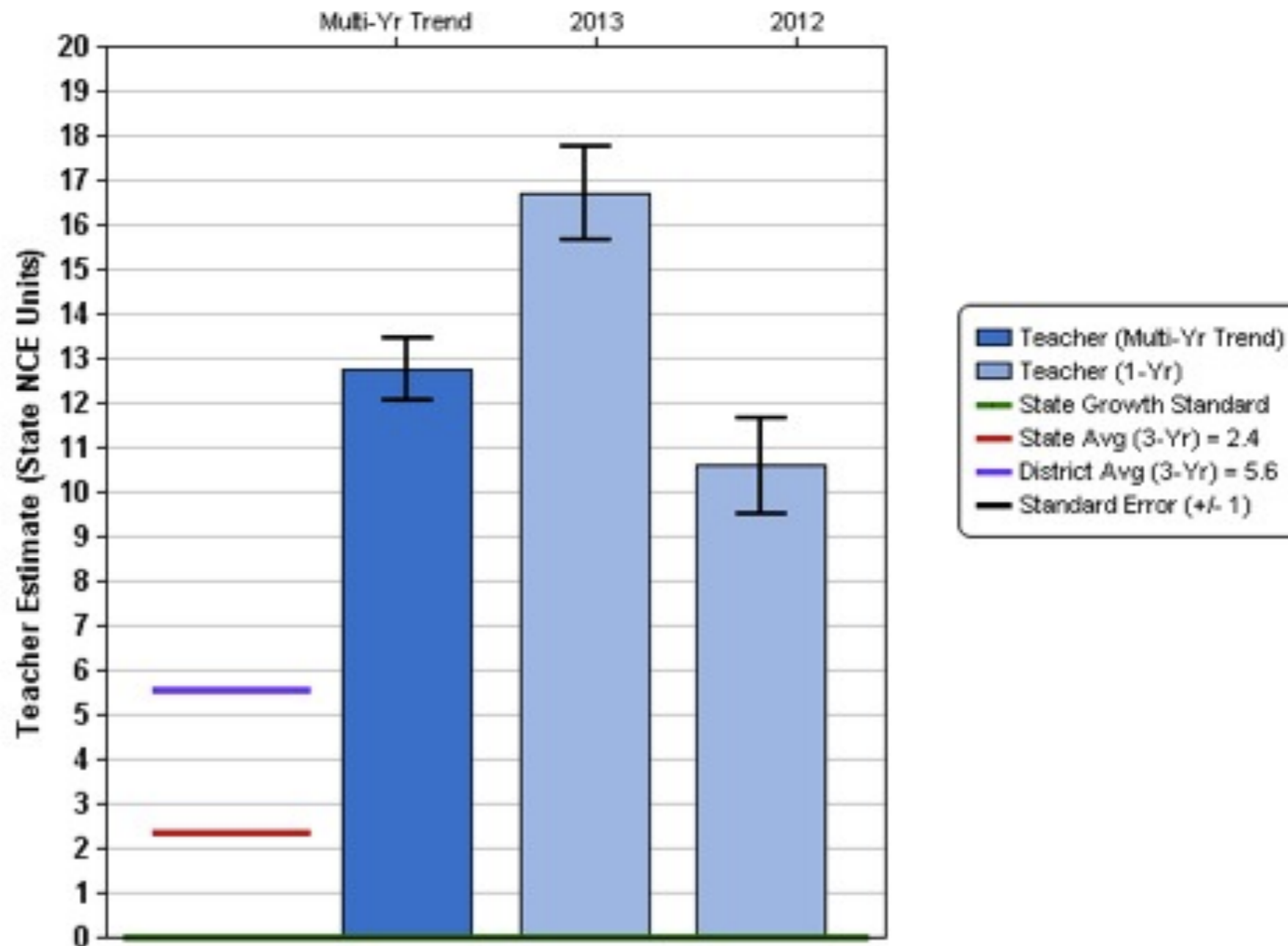
Learn how to use this report: [Teacher Diagnostic Report](#)

[Select Subgroups](#)



		Prior-Achievement Subgroups			
		1 (Lowest)	2 (Middle)	3 (Highest)	
Science	Reference Line		0.0	0.0	0.0
	2012	Gain	<u>10.0</u>	<u>13.9</u>	<u>9.2</u>
		Standard Error	2.5	2.1	2.0
		Nr of Students	<u>15</u>	<u>26</u>	<u>49</u>
		% of Students	16.7	28.9	54.4

2 year average with SBCG



Remediation

- * Before reassessing a standard, **reteaching** and student **practice** must occur. This is Remediation.
- * Students see a teacher in the morning during **Homeroom** to get remediation and retake tests.
- * Some students will be pulled into a **Focus Group** after homeroom for a subject area to do a small group reteaching lesson.
- * Teachers sometimes pull **Small Groups** during class to remediate.

8th Grade Science
State Standards Based Progress Report

Student:

Date:

Local #	STATE STANDARD	Student's Score
801	SPI 0807.Inq.1 Design a simple experimental procedure with an identified control and appropriate variables.	60
802	SPI 0807.T/E.2 Evaluate a protocol to determine if the engineering design process was successfully applied.	92
803	SPI 0807.T/E.1 Identify the tools and procedures needed to test the design features of a prototype.	73.5
804	SPI 0807.T/E.3 Distinguish between the intended benefits and the unintended consequences of a new technology.	92
805	SPI 0807.T/E.4 Differentiate between adaptive and assistive bioengineered products (e.g., food, biofuels, medicines,	50

Standards Based Grading Rubric

The students will have a copy of each of the assessment rubrics. With rigorous standards in place, support for students is vital in and out of the classroom. Please encourage your child to ask questions to ensure their academic success. Please sign the attached form and send it back with your child to return to their teacher. Thank you and remember to check our websites for additional information.

Level 1 and Level 2 questions correct. Minor errors made in answering Level 3 questions. All supporting work shown as required.	100 - 93	A	ADVANCED
Level 1 questions correct. Errors made in Level 2 and Level 3. All supporting work shown as required.	92 - 85	B	PROFICIENT
Errors made in Level 1 questions. Major errors made in Level 2 and level 3 questions. All supporting work shown as required.	84 - 70	C/D	BASIC
Major errors made in Level 1 and major errors made in Level 2 and 3. Some supporting work shown as required. Demonstrates very little knowledge of the subject matter.	69 - 0	F	BELOW BASIC

Grade Category Breakdown (approximate)

- ▶ **Semester 1** non honors classes
 - ▶ 90% SBG quizzes/unit tests/project homework/classwork 10%
- ▶ **Semester 2** non honors classes
 - ▶ 80% SBG quizzes/unit tests/projects
15% TCAP test 5% homework/classwork
- ▶ **Semester 1 Honors** classes
 - 80% SBG quizzes/unit test/projects
10% mid term test 5% homework/classwork
- ▶ **Semester 2 Honors** Classes
 - 65% SBG quizzes/unit test/projects 15% TCAP
10% mid term test 5% homework/classwork

Where to begin?

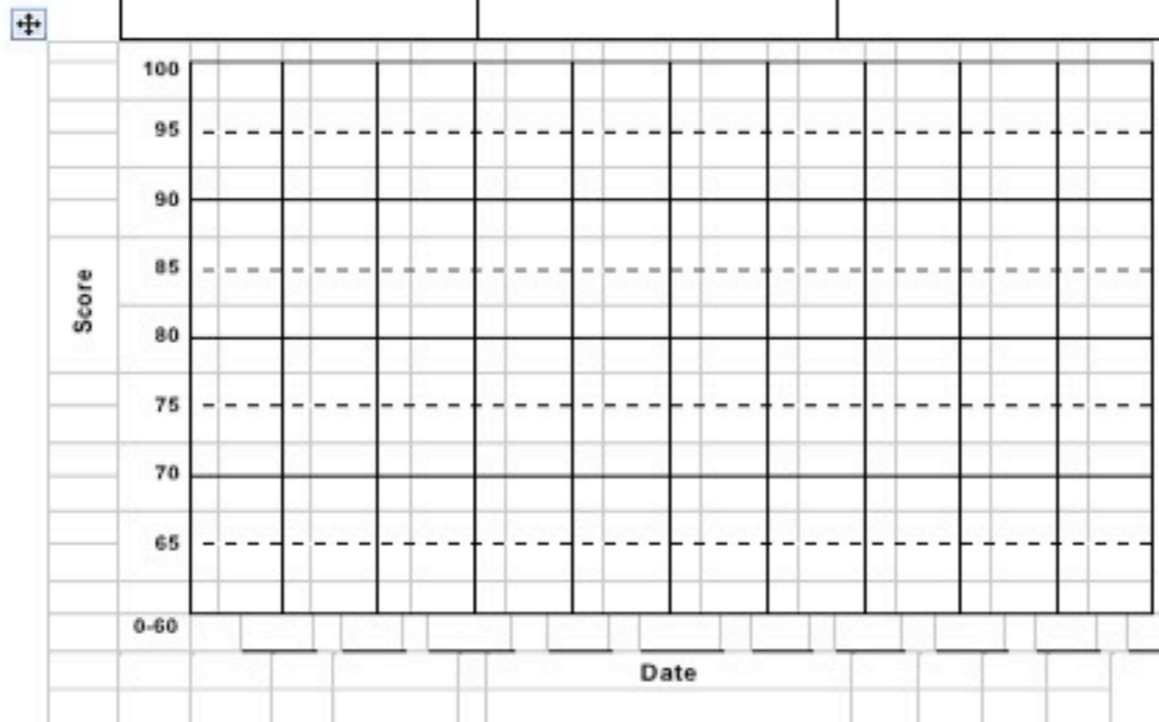
- ▶ Start with your SPI. (Does it need to be broken down or combined with another?)
- ▶ Use Student Graphing Chart to identify levels of mastery

Forces in Nature

SPI 0607.12.1 Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced

KEY VOCABULARY: conductor, insulator, voltage, cells, Ohm's Law, closed circuit, open circuit, series circuit, parallel circuit, voltage, electron, current, electricity, and switch

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<ul style="list-style-type: none"> • Define key vocabulary terms • Identify appropriate variables and controls 	<ul style="list-style-type: none"> • Compare and Contrast an open and closed circuit. • Compare and Contrast a series circuit and a parallel circuit. 	<ul style="list-style-type: none"> • Design and construct an open and closed circuit • Design and construct a series and parallel circuit



Scientific Method (Inquiry 4-5)

Strand: Inquiry and Technology

SPI 0607.Inq.4 Draw a conclusion that establishes a cause and effect relationship supported by evidence.

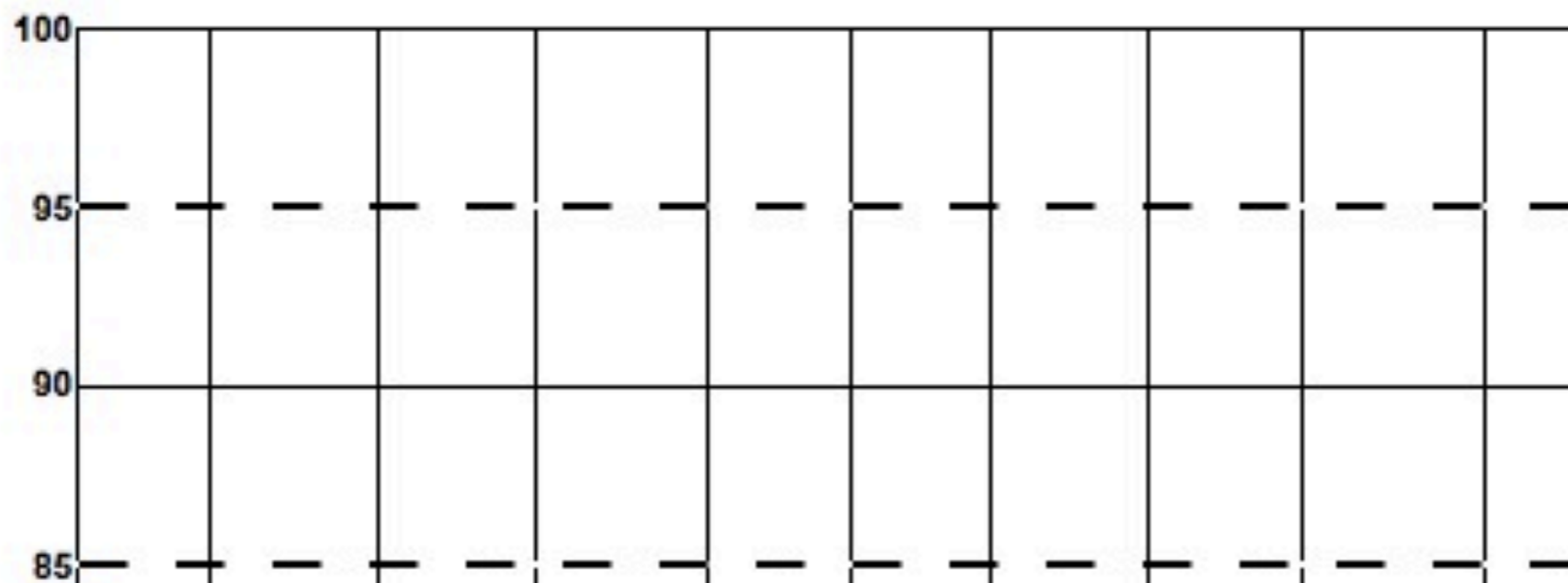
SPI 0607.Inq.5 Identify a faulty interpretation of data that is due to bias or experimental error.

✓0607.Inq.4 Review an experimental design to determine possible sources of bias or error, state alternative explanations, and identify questions for further investigation.

✓0607.Inq.5 Design a method to explain the results of an investigation using descriptions, explanations, or models.

KEY VOCABULARY: science, scientific methods, observation, hypothesis, data, model, theory, law, technology, bias, error, control, and variable

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<ul style="list-style-type: none">• Define key vocabulary terms• Identify tools and techniques needed to collect data• Identify appropriate variables and controls	<ul style="list-style-type: none">• Analyze and Interpret the data from a complex scientific investigation• Sequence the Steps of the Scientific Method• Interpret and translate data in a table, graph, or diagram.	<ul style="list-style-type: none">• Design and construct a scientific investigation• Determine cause and effect relationships that explain a phenomenon• Hypothesize future results of an experiment



3—Applying

Evaluate

Generalize

Imagine

Judge

Predict

Speculate

If/Then

Hypothesize

Forecast

2—Processing

Compare

Contrast

Classify

Sort

Distinguish

Explain (Why?)

Infer

Analyze

1—Gathering

Complete

Define

Describe

Identify

List

Observe

Recite

Select

905 - Compound Inequalities

CLE 3102.3.4 Solve problems involving linear equations and linear inequalities.

WEBB'S DOK LEVEL 3

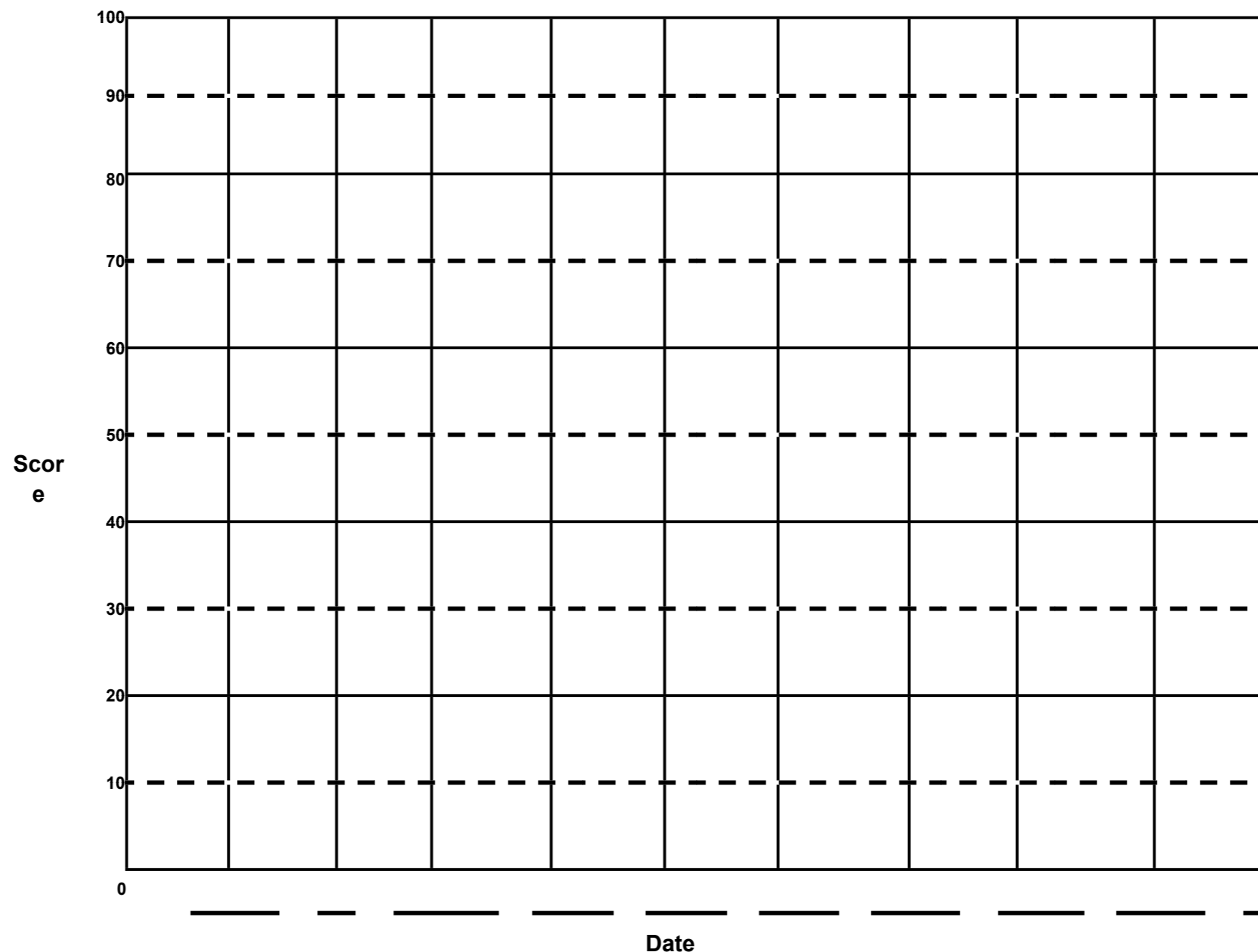
SPI 3102.3.5 Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.

3102.3.13 Solve multi-step linear inequalities with one variable and graph the solution on a number line.

3102.3.14 Solve absolute value equations and inequalities (including compound inequalities) with one variable and graph their solutions on a number line.

Student Sheet for

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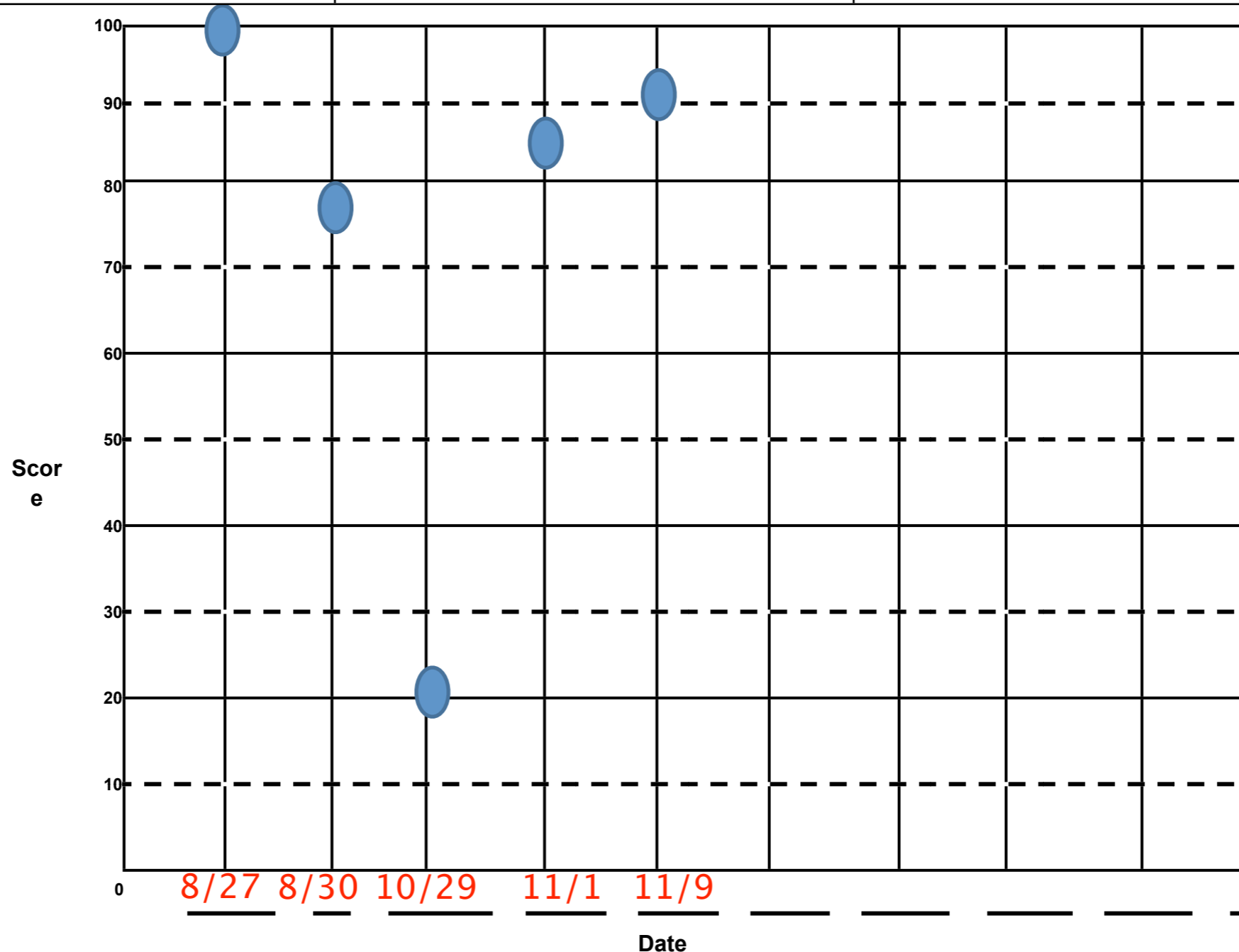
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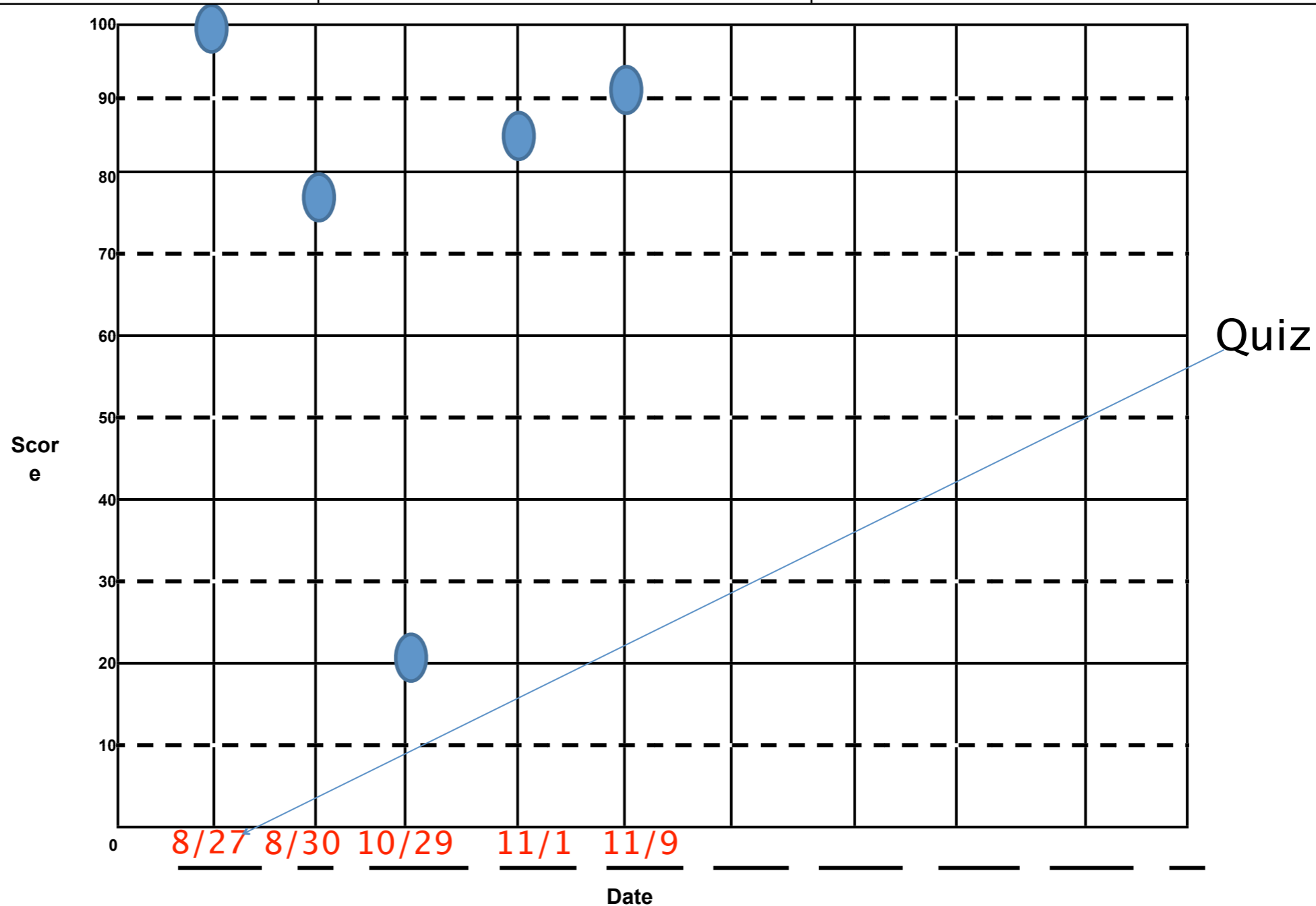
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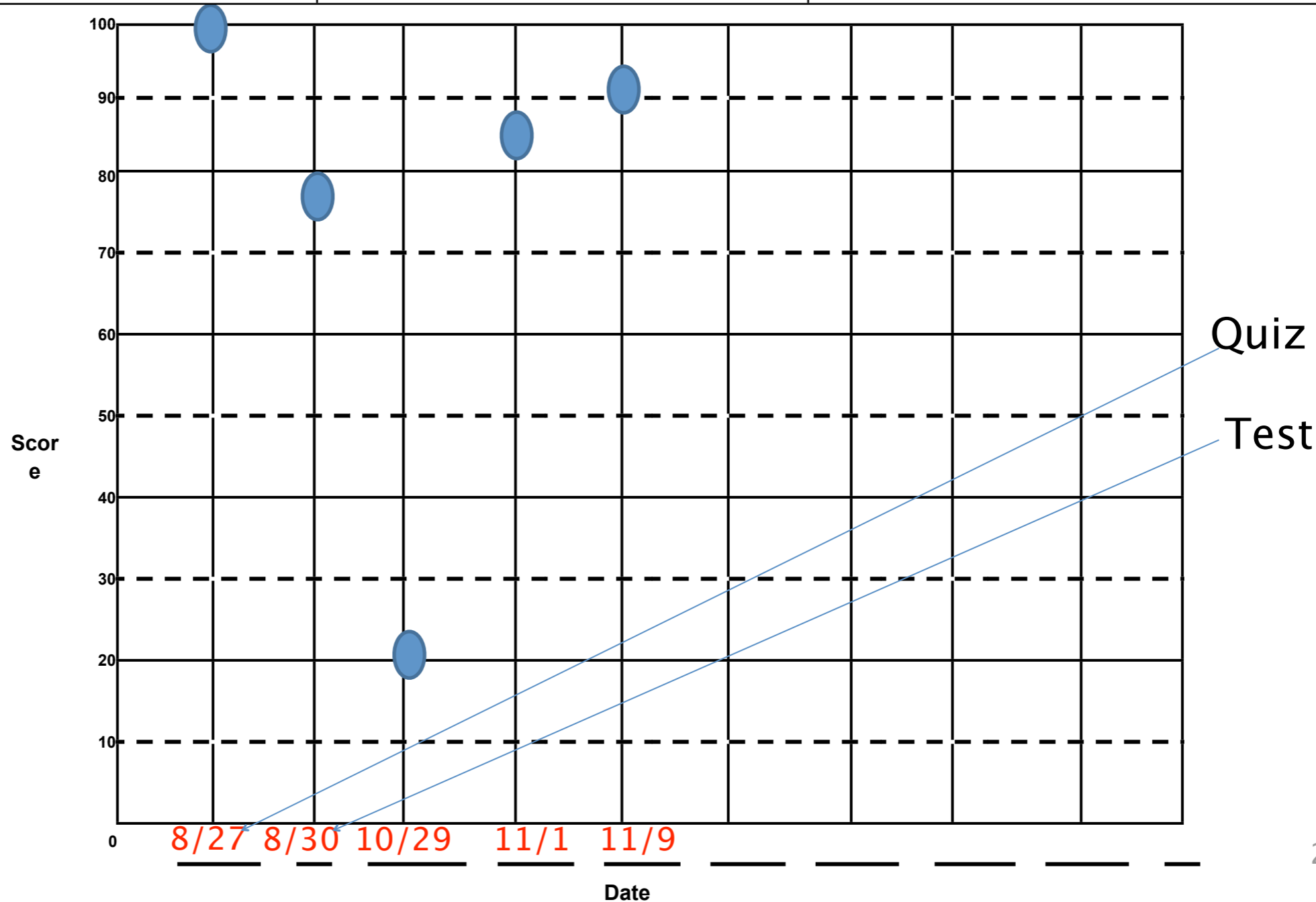
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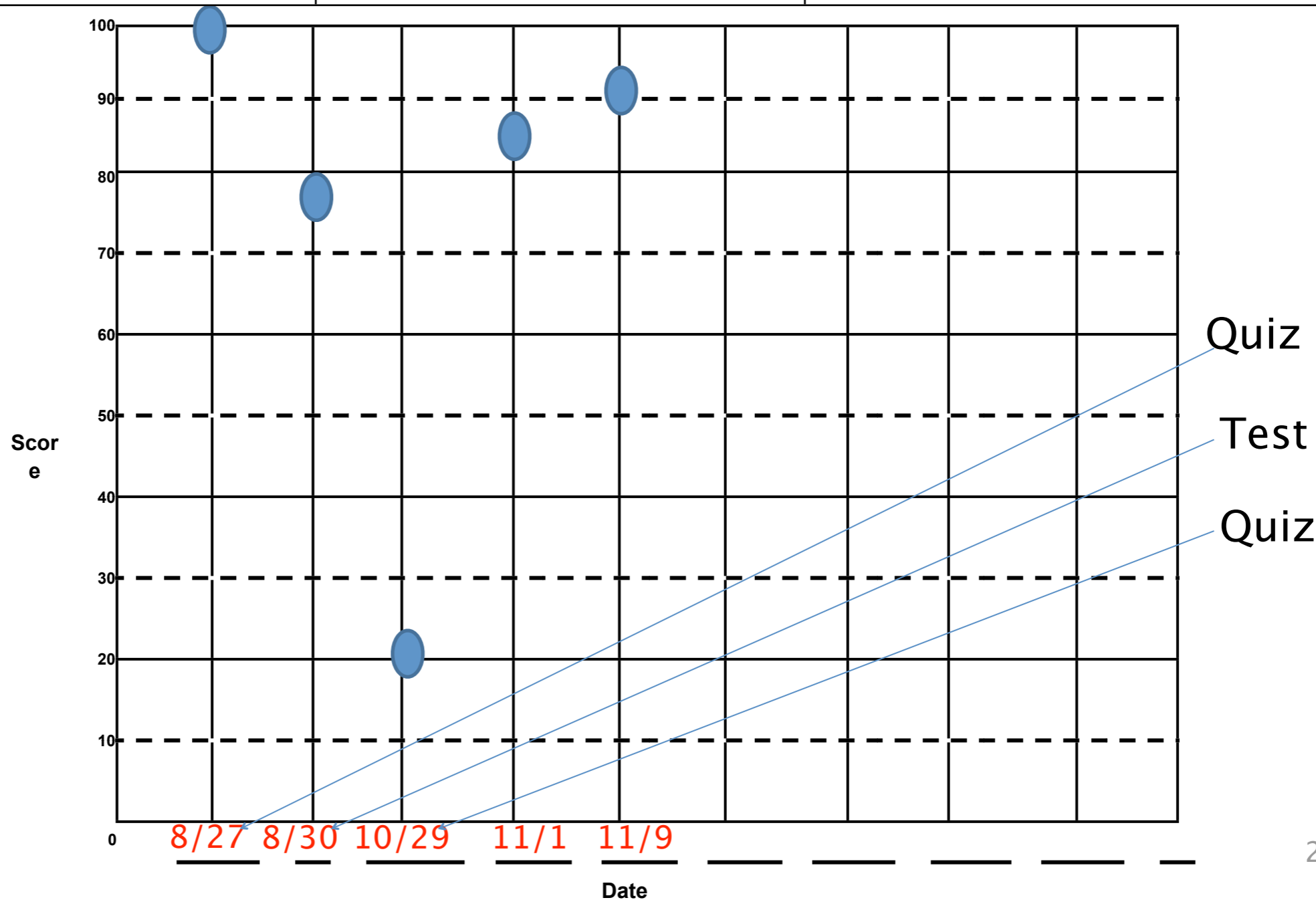
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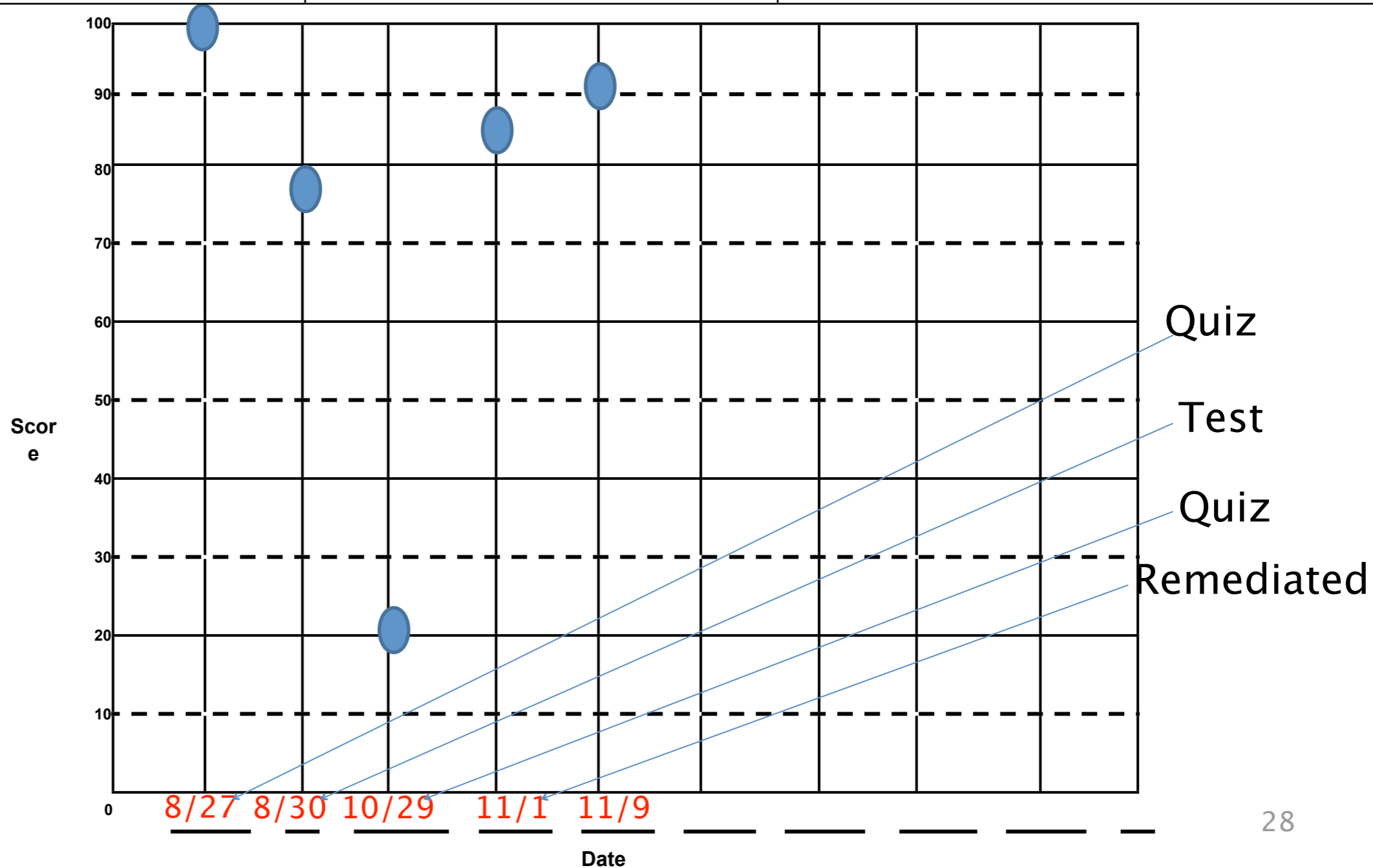
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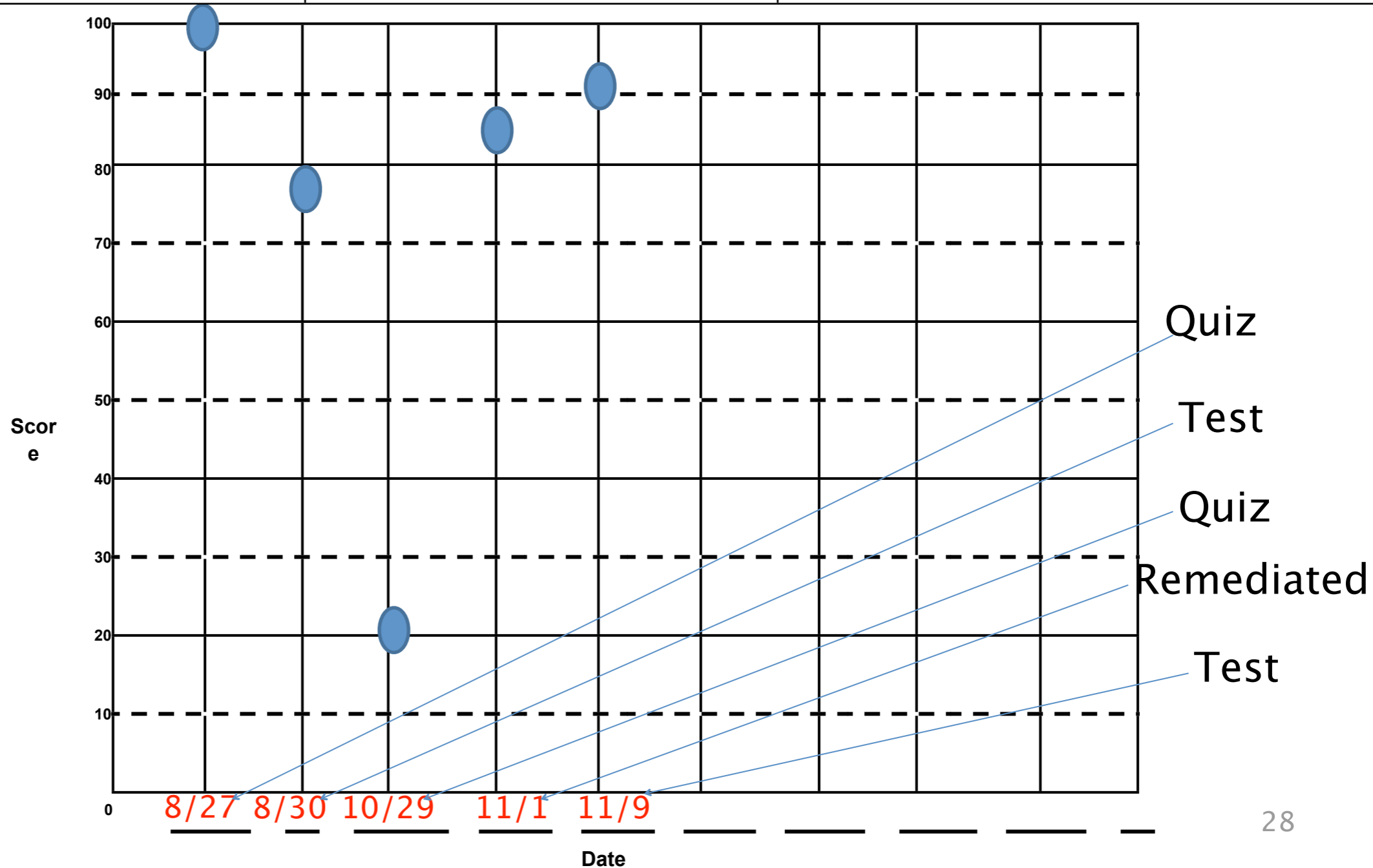
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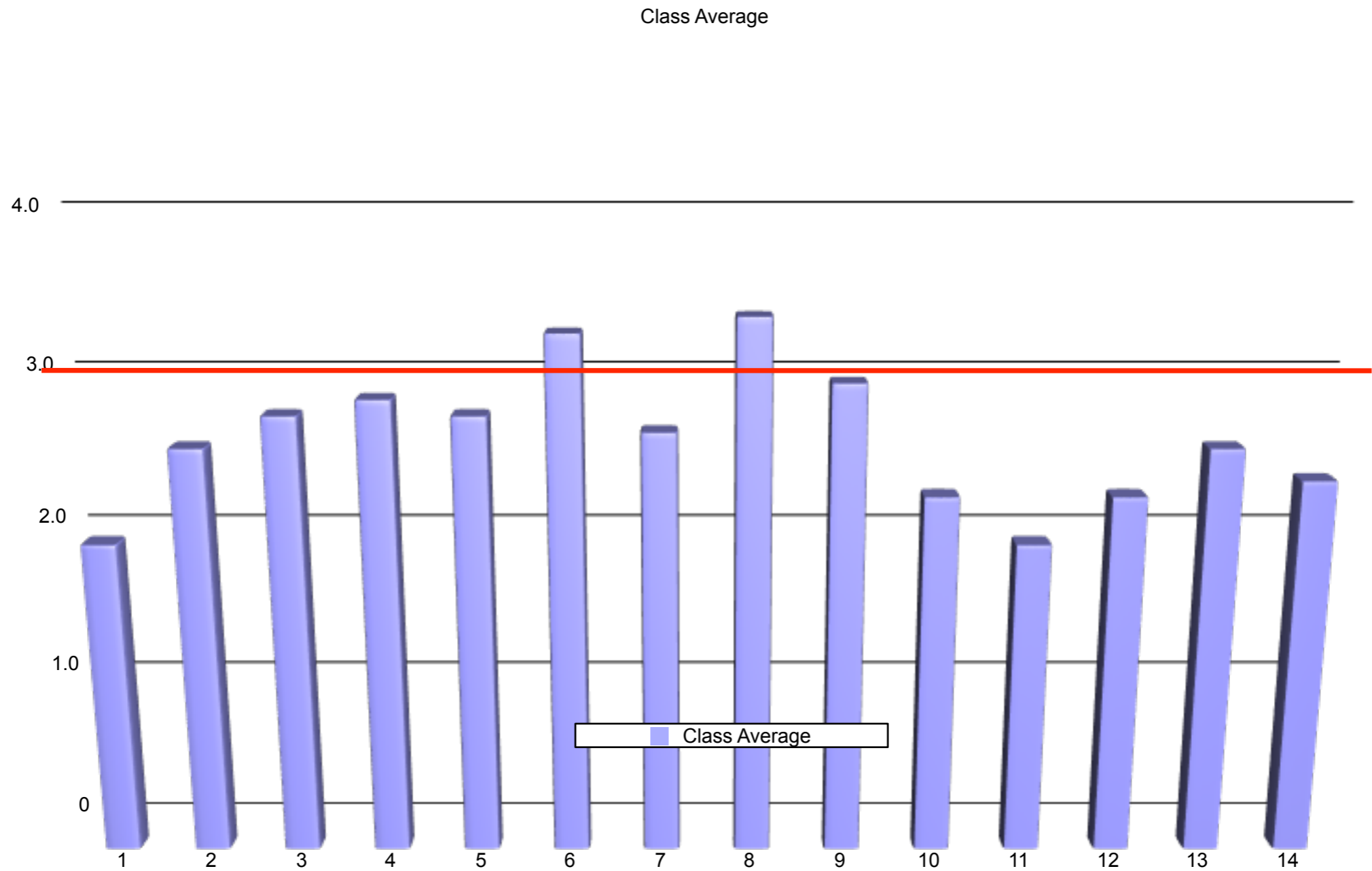
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<u>Categories</u> <u>Signments</u> <u>Mid Grades</u>	Avg	Grade	Pts/P	<u>Quiz on</u> <u>09/07</u> <u>100</u> <u>Standard</u>	<u>Quiz on</u> <u>08/31</u> <u>100</u> <u>Standard</u>	<u>Study qu</u> <u>08/30</u> <u>100</u> <u>Classwor</u>	<u>Sparkys</u> <u>08/23</u> <u>100</u> <u>Classwor</u>
<u>ANEY N</u>	85.1	85.1	358/400	85	83	100	90
<u>DAN</u>	84	84	320/400	75	95	100	50
<u>HEA J</u>	89.55	89.55	279/400	100	89	0	90
<u>DT, PATRICIA</u>	49.75	49.75	195/400	100			95
<u>ZACHARY B</u>	81.1	81.1	358/400	75	83	100	100
<u>LON A</u>	79	79	340/400	90	65	100	85
<u>AYA A</u>	77.05	77.05	349/400	85	64	100	100
<u>RINITY</u>	90.25	90.25	285/400	90	100	0	95
<u>DON M</u>	53.05	53.05	189/400	60	49	0	80
<u>ER C</u>	77.85	77.85	173/300	90	83	0	N
<u>CHRISTIAN A</u>	54.2	54.2	236/400	70	36	50	80
<u>RACHEL E</u>		95.25	385/400	90	100	100	95
<u>ELBY W</u>		93.25	385/400	85	100	100	100
<u>THAN W</u>	80.6	80.6	308/400	75	88	50	95
Averages	77			83	80	67	88

Re-Calculate

Use your grade book or create your own graph to see where you need to reteach an SPI



Class Averages/Line of Proficiency

Questions

