

# Struggles and Triumphs: Implementing Proficiency and HB 2220

## COSA Principals Conference

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# National and State Initiatives

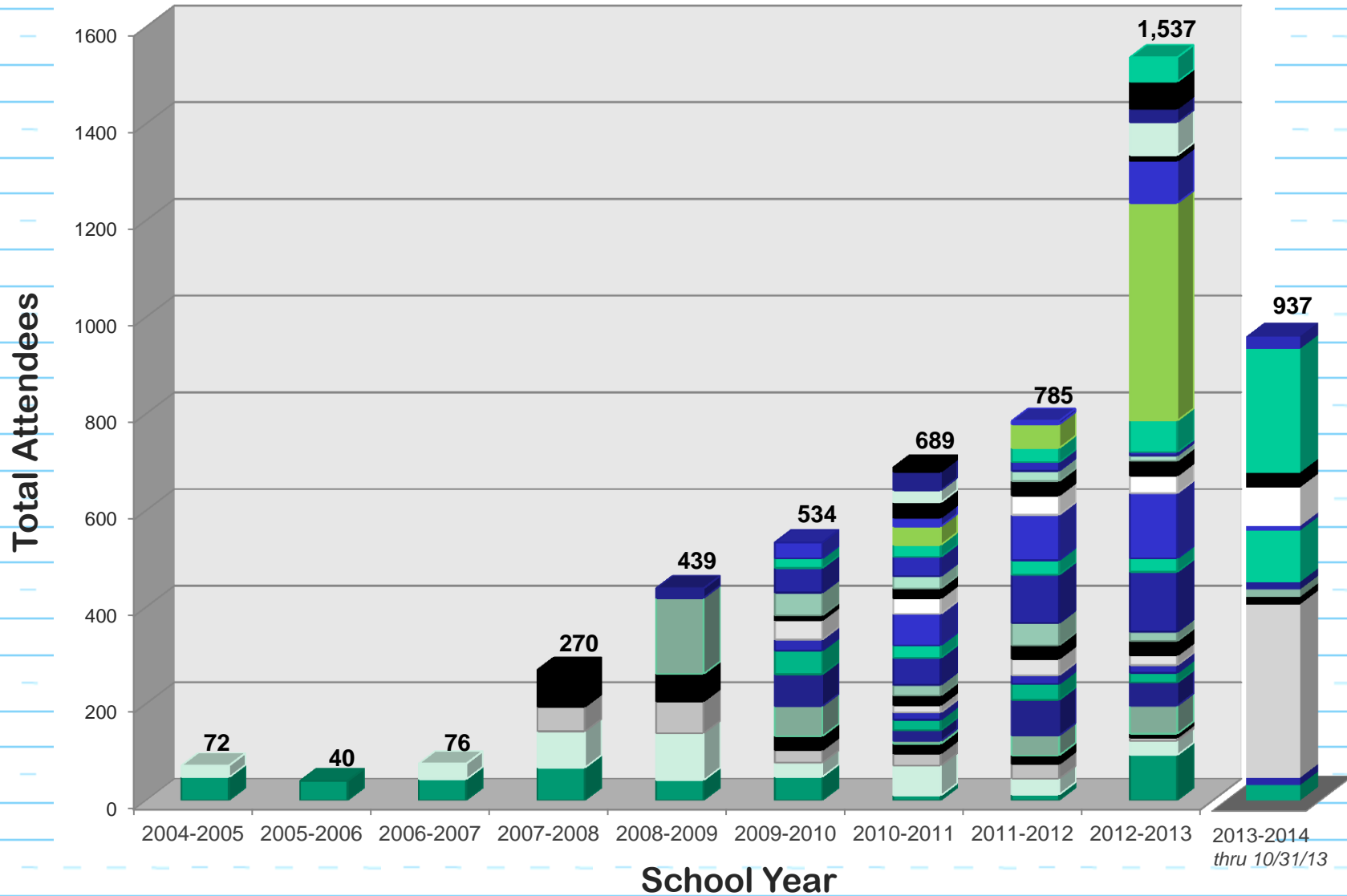


- Common Core (CCSS)
- Competency/Proficiency-based teaching and learning
- STEM education
- 40-40-20
- College and career ready
- SB 290
- HB 2220



# Attendees by School Year

## Proficiency-based Teaching and Learning



# Definition of Proficiency

Sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance

K/S/T=Knowledge/Skills/Transfer

# How Classrooms Compare . . .

## Traditional Classroom

Covers a wide array of skills and topics.

Lessons are determined by teacher judgment. Some adhere to textbooks; some use other resources.

Homework, class participation, assignments count heavily toward grade. Work is often assigned without a specific purpose.

## Proficiency Classroom

Covers select skills and content, based on state or national standards.

Each lesson is explicitly tied to a core skill; the teacher stays on each topic until most students demonstrate proficiency. Use of textbooks may be selective.

Grade is based almost entirely on tests, essays and assignments that measure understanding of skills; homework and participation typically count 10% or less.

# How Classrooms Compare . . .

## Traditional Classroom

High scores on some tests or assignments can offset weak scores on others; extra credit can boost a low grade.

No do-overs if you fail a test.

## Proficiency Classroom

Failing to pass a single standard can mean failing the course; students must relearn and retake tests or rewrite papers until each standard is met.

Students can retake tests or redo papers.

# What do you need to do to sustain change?

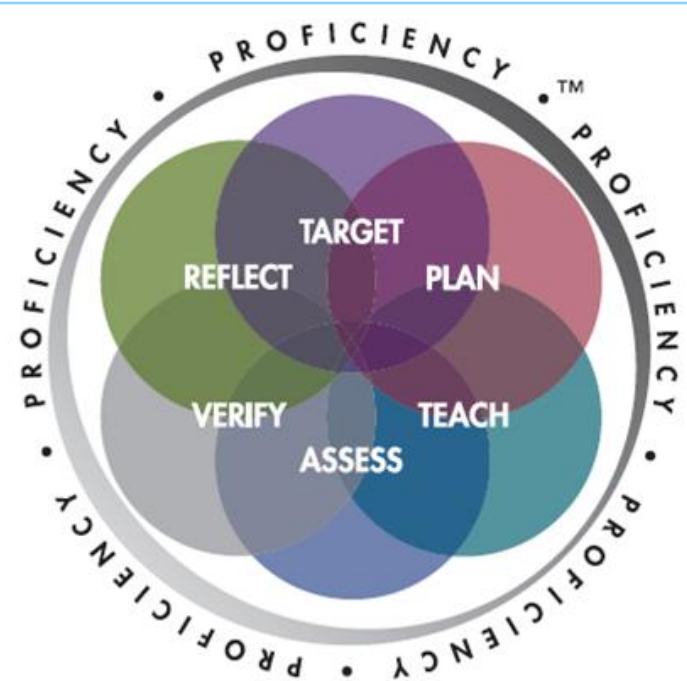


- How standards-based is your school?
- Where are you now?
- Where does data say you should go?
- How will you get there?
- How will you sustain the change?



# Standards-based: What does it mean?

- ▶ Students advance upon mastery
- ▶ Learning expectations are clear, measurable—and can be transferred to extended settings
- ▶ Assessments are meaningful, positive and measure what was taught
- ▶ Students receive rapid interventions and pathways to learning that support their unique needs
- ▶ Grades reflect what students know and can do





# Teachers...

- Decide what to teach—**Target**
- Plan how to teach it—**Plan**
- Teach the standard—**Teach**
- Assess student learning—**Assess**
- Evaluate student achievement—**Grading**

# Why are grading practices under fire?

- Inflated grades
- Inclusion of non-academic factors
- Inability to get out of a hole
- “Met” the test standard; failed the class
- And more....

# How's my kid doing?

*Thomas Guskey*

- To communicate achievement to parents and others
- To provide information for students to self evaluate
- To select, identify, or group students for educational paths/programs
- To provide incentives for students to learn
- To evaluate effectiveness of instruction

# How are teachers/schools reporting grades?

- Defining % for achievement and non-academic factors
- Combining each area for overall grade on transcript
- Measuring and reporting each separately
- Holding students accountable

# HB 2220 Implementation

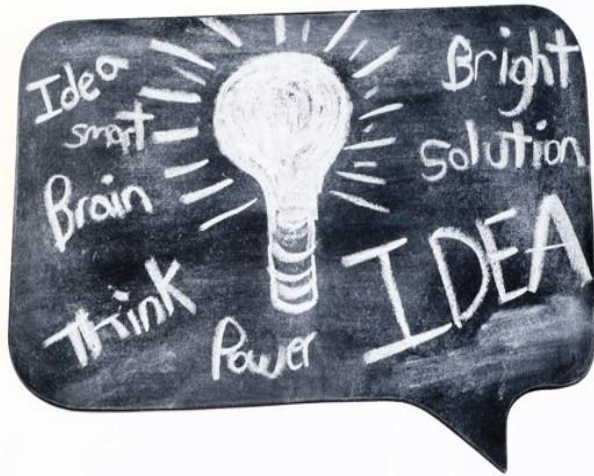
## **HB 2220's “effective date”—July 1, 2013:**

- Align classroom instruction to the Oregon Academic Content Standards
- Measure and show progress in becoming proficient in the knowledge and skills of the student's current grade level
- At least once annually, separate non-academic factors from academic indicators

# What else can we do?

- “Create a sense of urgency...” *Doug Reeves*
- Use PLC format to engage all teachers and look for leaders
- Be transparent with parents and students during discussions
- Look at data and start collecting research
- Use proven professional development
- Talk to districts making grading changes

# “Adopt a grading system” – May use existing and supplement or may use new one



- Show a continuum of learning
- Reflect academic proficiency separate from behavioral performance
- District identifies what constitutes behavioral performance
- Sample items: attendance, attitude, behavior, effort, homework, extra credit

# Resources

Brown, Tim. (2010). *Raising Questions & Finding Answers in Our Grading Practices*. Bloomington, IN: Solution Tree.

Guskey, Thomas (2000). *Grading Policies That Work Against Standards...and How to Fix Them*. NASSP Bulletin, 84(620). 20-29.

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O'Connor, Ken. (2007). *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Portland, OR: Educational Testing Service.

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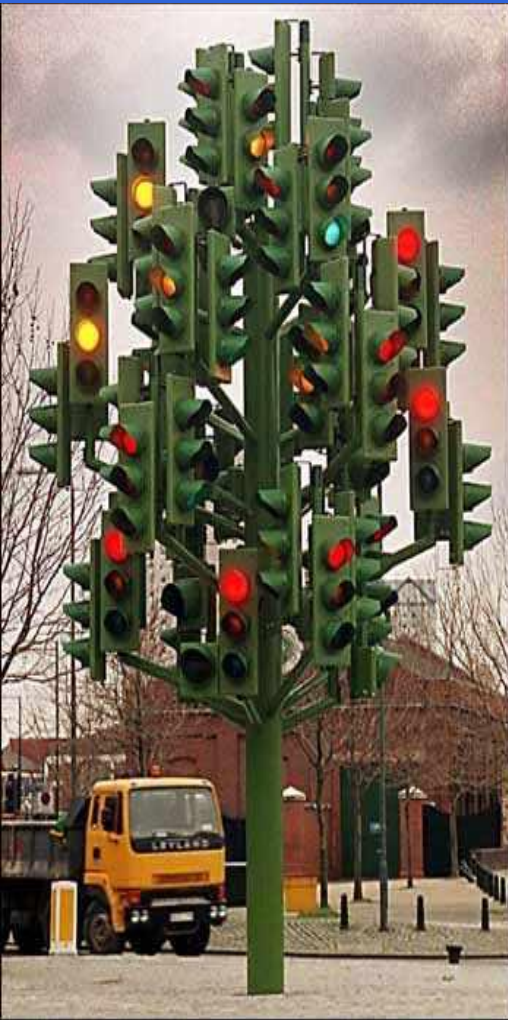
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Stiggins, Rick & O'Connor, Ken. (2007). *Grading & Reporting in Standards-Based Schools*. Portland, OR: Educational Testing Service.



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