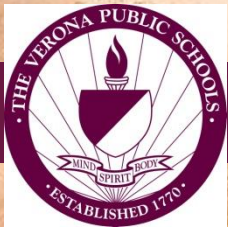


VERONA PUBLIC SCHOOLS

New Staff Orientation

August 28 & 29

HBW Media Center



Verona Public Schools

Today's Agenda: August 28

- 8:10 Welcome/Introductions/Gaining access to Google Accounts
- 8:30 Intro to UbD
- 10:00 Break
- 10:15 Learning Goals & Standards
- 11:30 Bus Tour of Verona/Lunch
- 12:15 Lunch (on your own)
- 1:00 Lesson Plan Template/GCN Online PD
- 2:00 Classroom Management
- 3:00 Closing, VEA President, Chris Tamburro



Introduction to UbD: Verona's Curriculum Framework

**Presenters:
Dr. Bangia
Ms. Venezia**

Bus Tour of Verona!



Tour Guides:
Dr. Lanzo & Mr. Monacelli

Summer



Lesson Plan Template

GCN Online PD

Presenters:
Mr. Freund
Mr. Galbierczyk

Lesson Plan Template



Daily UbD Lesson Plan Template

(Look at your UbD Unit)

TEACHERS - REMEMBER TO MAKE A GOOGLE COPY BEFORE EDITING

Stage 1 - Desired Results

Transfer Goal:	
Established Standards: (SLS)	Student daily objective(s):

Stage 2 - Assessment Evidence

How will student attainment of daily objective(s) be assessed?:

Stage 3 - Learning Plan

Learning Activities with Step-By-Step Procedures:		
Activities <i>(Anticipatory Set, Jigsaw, PowerPoint, Investigation, etc.)</i>	Teacher Does: <i>(Specific Teacher Steps to facilitate learning)</i>	Student Does: <i>(Specific learner actions that all students engage in)</i>
1.		
2.		
3.		
4.		
5.		
Accommodations and Modifications		

Stage 4 - Reflection

Reflective Notes/Changes/-Additions-Deletions:
--

Walkthrough Visits

- Date
- Teacher's Last Name
- Teacher's First Name
- School
- Class/Subject
- Lesson Plan Available
- Learning Goal(s)
- Strengths
- Recommendations

GCN Online PD



INSTRUCTIONS: Verona Public Schools

1) Access the Login Screen

Enter **www.gcntraining.com** into your browser's address bar

When the website loads, Click

2) New or Existing User?

If you're new to GCN or were not provided a *Personal ID*, select **NEW USER**

If you've already created a *Personal ID* or were provided a *Personal ID*, select **EXISTING USER**

3) Enter your Organization ID

The Organization ID is a code unique to each organization. Check any paper work, email or website information provided by your organization if you do not know or does not appear above.

4) The Next Step For...

NEW USERS:

Follow the prompts to locate your account and create a unique *Personal ID*

*Note: **The Personal ID is not a password.** If no account is found, check with your HR Department or Supervisor to see if there is an issue with your account/name. -- it may be a difference of "Smith-Jones" vs "Smith Jones" or "VanHoff" vs "Van Hoff".*

EXISTING USERS:

Enter your Personal ID

If you've forgotten your Personal ID, click "I Don't Know..." below the PID field.

5) The Tutorial Listing Page

On the Tutorial Listing page you'll see a list of tutorials your organization has either required or has made available to you -- if the list does not specifically state "Required", it's possible that not all on the list are required (your organization should have provided a list for you in this case).

Take notice of any articles in the News & Information area to the right of the page.

6) Viewing Tutorials

To view a tutorial, click **START** to the left of any title in the list. Your progress is saved after each slide completes, so you may complete a tutorial in several sessions.

If you have trouble viewing a tutorial or slide, check the links below the tutorial viewer or the News & Information section (on the Tutorial Listing page) for help.

Classroom Management

**Presenters:
Ms. Ferlauto
Mr. Lancaster**

Classroom Management

- Why do we have classroom procedures?
- What are the top five essential classroom procedures?
- What do student do when they are late to class? absent? do not take a test?

Do Now

Directions:

1. Please discuss some of the obstacles that can make classroom management challenging?
2. Please use this Google Doc to organize your thoughts.
3. Afterwards, we will ask each student to share his or her ideas.

Scenarios

Objective: Each teacher will understand how procedures strengthen his or her ability to manage a class.

Directions: Please read each scenario and brainstorm ways to strengthen the learning environment.

Scenario 1

A French class routinely arrives to class, socializes until the bell rings and the teacher instructs them to begin the Do Now.

Scenario 2

Several students in a first grade class begin to fidget while they wait for their classmates to finish completing the example addition problems their teacher assigns after his mini-lesson.

Scenarios

Objective: Each teacher will understand how procedures strengthen his or her ability to manage a class.

Directions: Please read each scenario and brainstorm ways to strengthen the learning environment.

Scenario 3

After completing a science lab and returning all items, an eighth grade class spends the final two minutes of class watching the clock and quietly socializing.

Scenario 4

A fourth grade class sits quietly after physical education, waiting for their classroom teacher to return and escort them back to their classroom. After returning to class, many consistently struggle to meet their teacher's expectations for Reader's Workshop.

Scenarios

Create a Scenario: Please create a scenario that can be strengthened by additional procedures. Afterward, discuss your scenario within your group.

Scenario:

Procedures to Strengthen the Environment:

Exit Slip

1. Please discuss one item from this lesson that you may explore applying to your classroom.
2. Please share any questions or concerns that you have (as you prepare to lead your students).



Meeting with VEA President Mr. Tamburro

Today's Agenda: August 29

8:10 Coffee & Tea

8:30 Discovering Marzano's Teacher Evaluation System

10:00 Break

10:15 Marzano continued

11:45 Lunch (on your own)

12:45 Google Classroom

1:45 Grading - Genesis (VHS, HBW)

Standards Based Report Card (Elementary)

3:00 Athletics

3:15 Survey...we would like your feedback!

Discovering Marzano Teacher Evaluation System

**Presenters:
Mr. Stevenson
Mr. Miller**

Verona Public Schools Mission Statement

“The mission of the Verona Public Schools, the center of **an engaged and supportive community**, is to **empower students to achieve their potential as active learners and productive citizens through **rigorous curricula and meaningful, enriching experiences.**”**

Verona's Strategic Plan

In order to support our mission, we will...

1. Secure adequate financial resources,
2. Foster a healthy and respectful school culture consistent with our core values,
3. Partner locally and globally to expand opportunities for our school community,
4. Continue to implement a rigorous, integrated curriculum with authentic experiences and assessments ,
5. Provide a meaningful professional development program for all staff. and
6. Provide upgraded, sustainable buildings, grounds and technical infrastructure.

Summer

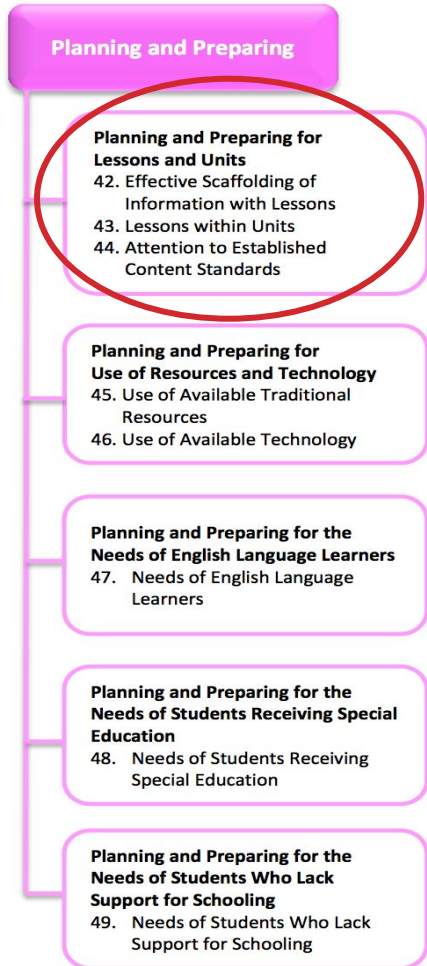
What are the Elements of Effective Teaching?

- Break into groups of four
- Brainstorm/Record Ideas on Paper
- Share (Whole Group)
- How do we group these?
- Now, let's take a look at Marzano...

DOMAIN

Marzano Art and Science of Teaching Teacher Evaluation Model
Learning Map

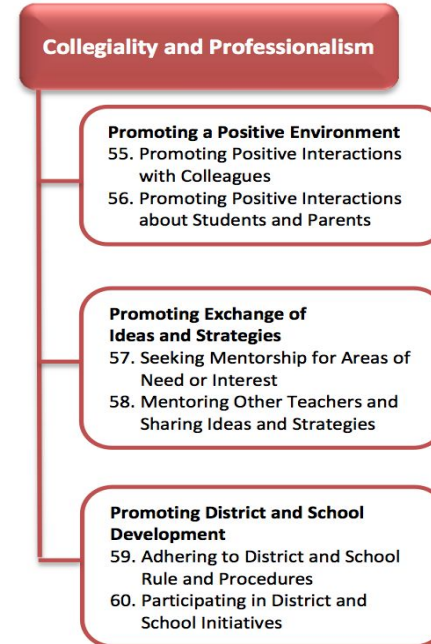
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



Break!!



Summer

Dr. Marzano - Domains 2, 3, 4

Marzano Art and Science of Teaching Teacher Evaluation Model Learning Map

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rule and Procedures
- 60. Participating in District and School Initiatives

Lesson Plans & Walkthrough Visits



Daily UbD Lesson Plan Template

(Look at your UbD Unit)

TEACHERS - REMEMBER TO MAKE A GOOGLE COPY BEFORE EDITING

Stage 1 - Desired Results

Transfer Goal:	
Established Standards: (SLS)	Student daily objective(s):

Stage 2 - [Assessment Evidence](#)

How will student attainment of daily objective(s) be assessed?:

Stage 3 - Learning Plan

Learning Activities with Step-By-Step Procedures:		
Activities <small>(Anticipatory Set, Jigsaw, PowerPoint, Investigation, etc.)</small>	Teacher Does: <small>(Specific Teacher Steps to facilitate learning)</small>	Student Does: <small>(Specific learner actions that all students engage in)</small>
1.		
2.		
3.		
4.		
5.		

Accommodations and Modifications

Stage 4 - Reflection

Reflective Notes/Changes/-Additions-Deletions:

QUESTIONS

RESPONSES

Walkthrough Classroom Visit Form 2017-18

Please complete each field in this form, send yourself a copy (see below), and then hit "submit". The goal with a walkthrough is to give your teachers immediate feedback

This form is automatically collecting email addresses for Verona Public Schools users. [Change settings](#)

Date *

Month, day, year

Teacher's Last Name *

Short answer text

Teacher's First Name *

Short answer text

School *

- VHS
- HBW
- F N Brown
- Laning
- Forest
- Brookdale

Class/Subject *

Short answer text

Lesson Plans Available? *

- Yes
- No

Learning Goal(s) *

Short answer text

Strengths *

Long answer text

Observations, SGOs, Final Evaluation

NON-TENURED TEACHER OBSERVATION/EVALUATION SCHEDULE 17-18

NAME	GRADE/SUBJ.	SCHOOL	TENURE DATE	OBS # 1 PRE&POST - SHORT OBSERVATION DOMAINS 1, 2 DUE 11/27/17	OBS #2 POST ONLY - SHORT OBSERVATION DOMAINS 1, 2 DUE 2/5/18	OBS #3 POST ONLY - SHORT OBSERVATION DOMAINS 1, 2 DUE 4/9/18	INITIAL SGO UPLOADED FOR 2016-17 DUE 10/31/17	COMPLETED / UPLOADED SGO FOR 2016-17 DUE 6/4/18	DOMAINS 2, 3, 4 DUE 4/23/18 *	FINAL EVALUATION DUE 4/30/18	PDP FOR 2018-19 DUE 6/19/18
BRK											
Friedman, Mara	MLOA Speech	BRK/FNB	-----	FM	FM	FM	--	--	--	FM	FM
Franks, Emma	SE Resource	BRK	9/1/2020	GV	NS	GV	GV	GV	GV	GV	GV
Albretsen, Julia	77% KDG.	BRK	9/1/2020	NS	AL	NS	NS	NS	NS	NS	NS
Coffey, Erin	77% KDG.	BRK	9/1/2019	NS	AL	NS	NS	NS	NS	NS	NS
Fego, Stephanie	MLOA PE/Health	BRK/FNB	-	RM	AL	-	RM	RM	-	-	-
FNB											
Casale, Dana	SE Resource	FNB	9/1/2019	AL	GV	GV	GV	GV	GV	GV	GV
Connallon, Kelly	SE/LLD	FNB	9/1/2019	AL	GV	AL	GV	GV	GV	GV	GV
Rodgers, Maria	Nurse	BRK/FNB	9/1/2018	AL	NS	RM	-	-	-	RM	RM
Amora, Kathleen	77% KDG.	FNB	9/1/2021	AL/CM	NS	AL	AL	AL	AL	AL	AL
Heard, Stephanie	ESL	FNB/HBW	9/1/2021	AL	GV/CM	AL	AL	AL	AL	AL	AL
Chierici, Anthony	3	FNB	9/1/2021	AL	NS	AL/CM	AL	AL	AL	AL	AL
Sivolella, Nina	Grade 1 (Long Term Sub)	FNB	-	AL	NS	AL	AL	AL	AL	AL	AL
FOR											
Convery, Karen	Speech (Long Term Sub)	FOR	9/1/2020	FM	FM	FM	-	-	-	FM	FM
Rhodes, Catherine	LDTC	FOR/LAN	10/10/2018	FM	FM	FM	-	-	-	FM	FM
Andersen, Heather	Academic Literacy Coach	FOR/FNB	12/15/2019	SB	AL	JM/CM	SB	SB	SB	SB	SB
LAN											
Abovitz, Illissa	SPEECH/LANG	LAN	9/1/2020	FM	FM	FM	--	--	--	FM	FM
Cruz, Crystal	SE	LAN	9/1/2021	GV	HF/CM	GV	GV	GV	GV	GV	GV
Stokes, Tina	SE (ABA)	LAN	9/1/2018	HF/CM	GV	GV	GV	GV	GV	GV	GV
Abate, Dara	4	LAN	9/1/2019	HF	JM	HF	HF	HF	HF	HF	HF
Brown, Lauren	4	LAN	9/1/2019	HF	JM	HF	HF	HF	HF	HF	HF
Freda, Elissa	MEDIA	LAN/FOR	9/1/2020	HF	JM	HF	HF	YM	HF	HF	YM
San Roman, Gabrielle	MUSIC	LAN/FOR	9/1/2020	HF	JM	HF	HF	HF	HF	HF	HF
HBW											
Curro, Julianne	7 MATH - Olmsted	HBW	9/1/2020	YM	GS	GS	GS	GS	GS	GS	GS
Harth, Julia	5-8 STEM - Carnegie	HBW	9/1/2019	DG	GS	GS	GS	GS	GS	GS	GS
Lewis, Patricia	5 Math - Caregie (MLOA)	HBW	-	GS	DG	GS	GS	GS	GS	GS	GS
Macagnan, David	8 Math - Olmsted	HBW	9/1/2019	GS/CM	YM	GS	GS	GS	GS	GS	GS
Cunningham, John (Chris)	5 SE - Carnegie	HBW	9/1/2020	GV	DG	GV	GV	GV	GV	GV	GV
Grasso, Raquel	LSS - Carnegie	HBW	9/1/2020	GV	DG	DG	GV	GV	GV	GV	GV
McMinn, Bethany	7 SE - Carnegie	HBW	9/1/2019	DG	GV	DG	GV	GV	GV	GV	GV
Palazzo, Albert	6 SE - Olmsted	HBW	9/1/2020	GV	YM/CM	GV	GV	GV	GV	GV	GV
Shaw, Megan	5 SE - Olmsted	HBW	2/14/2021	YM	GV/CM	GV	GV	GV	GV	GV	GV
Tempesta, Melissa	7 SE LLD	HBW	9/1/2021	GV	DG	YM/CM	GV	GV	GV	GV	GV
Palmer, Norma	NURSE - Olmsted	HBW	9/1/2018	RM	DG	YM	-	-	-	RM	RM
Catalano, Danielle	6 SS - Olmsted	HBW	9/1/2018	YM	SB/CM	SB	SB	SB	SB	SB	SB
Chamma, Dara	5 ELA - Olmsted	HBW	9/1/2018	SB	YM	SB/CM	SB	SB	SB	SB	SB
Conlon, Susan	5 ELA - Carnegie	HBW	9/1/2019	SB	DG	SB	SB	SB	SB	SB	SB
Manning, Maggie	8 SS - Olmsted	HBW	9/1/2020	SB	SB	YM	SB	SB	SB	SB	SB
Hadjiiloucas, Rebecca	8 SS - Carnegie	HBW	9/1/2021	SB	DG/CM	SB	SB	SB	SB	SB	SB
Sfraga, Mary Beth	6 SS - Carnegie (MLOA)	HBW	--	DG	SB	DG	DG	DG	DG	DG	DG
Sullivan, Bridget	5 SCI - Carnegie (MLOA)	HBW	--	DG	SB	DG	DG	DG	DG	DG	DG
Zambrano, Ana	Spanish - MLOA	HBW	--	YM	SB	YM	YM	YM	YM	YM	YM

Pre-Conference Form



Verona Public Schools
Office of Curriculum & Instruction

Name: _____ Date: _____

Pre-Conference Form: Formal Observation

This is the pre-conference form for the first round observations for the 2017-18 school year. Please complete questions 1 through 4 and be prepared to discuss them at the pre-conference. Thank you ☺

1. Clearly state the Daily Objective(s) and their connection to the Standards.
2. List of procedures/activities for the lesson (e.g., Warm up, Teacher led PowerPoint, think-pair share, video clip, teacher led discussion, exit card).
3. How do you know if your students have met the objective(s)?
4. Please identify at least 6 "Potential" Marzano Elements that are evident in your lesson.

Summer

What are SGOs?

SGOs

SGOs are long-term academic goals for groups of students set by teachers in consultation with their supervisors.

When functioning at the highest level, SGOs promote:

- *Reflective and collaborative teaching practices;*
- *Alignment among standards, instruction, and assessment; and*
- *Improvements in student learning.*

SGO Evolution

SGO Implementation Challenges and Evolution of Guidance

Year One

Compliance

Meet regulatory requirements
Learn the process

- Using quality assessments
- Fostering true collaboration
- Setting appropriate targets using better data

Year Two

Quality

Improve assessments
Increase collaboration
Diversify starting point data
Differentiate targets

- Using quality assessments
- Enhancing collaborative opportunities
- Moving beyond compliance

Year Three

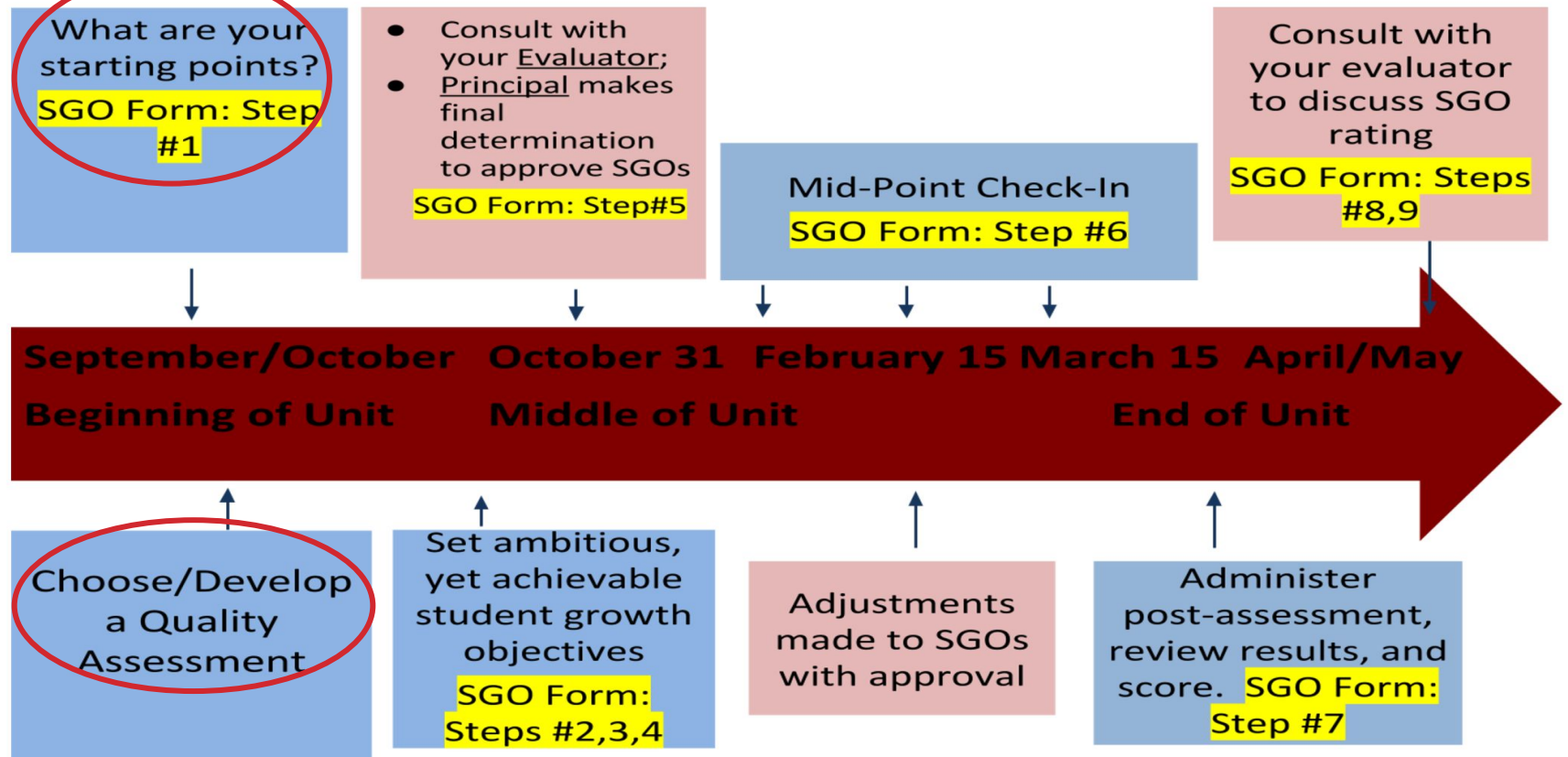
Ownership

Improve assessments
Increase collaboration
Increase integration
Increase innovation

SGO "Road Map of Success"



Verona Public Schools: "Road Map of Success" for the SGO Process 2017-18



Summer

SGO in Sheets for 2017-18



Verona Public Schools

Name _____

Grade _____ Course/Subject _____

Student Growth Objective
State simply what percentage of students in each preparedness group will meet the target score by Month 15th, 2016."

1. Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summative assessments, etc.)

Refer to SGO STUDENT DATA Worksheet

Must include Student Names (or Initials) and data collected (consider ASK score previous assessments, etc.)

2. Student Grouping and Growth Targets

Use the table to provide more detail for each group.

Preparedness Group (e.g. Low, Medium, High)	Number of Students
1 = High	
2 = Medium	
3 = Low	

3. Rationale for Student Growth Objective

- a) Name the content standards covered and state the rationale for why these standards are important.
- b) Name and briefly describe the format of the assessment method.
- c) Submit the SGO assessment to your administrator/supervisor

4. Scoring Plan

State the projected scores for each group and what percentage of students will meet the target score at each attainment level.

Preparedness Group	Students in Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
			Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1 = High						
2 = Medium						
3 = Low						

5. Approval of Student Growth Objective

Administrators approve scoring plan and assessment used to measure student learning.

Teacher _____

Evaluator _____

Principal _____

6. Mid-SGO Check Point (if Necessary)

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc. Complete this TABLE if necessary.

Revised Student Grouping and Growth Targets (if Necessary)

Use this table if you made adjustments in your student groups. Leave this table blank if no changes are made.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group
1 = High	No Change
2 = Medium	No Change
3 = Low	No Change

Revised Scoring Plan (if Necessary)

Use this table to revise your scoring plan if you made adjustments in your student groups. Leave this table blank if no changes in student groups.

Preparedness Group	Students in Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
			Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1 = High	No Change	No Change				
2 = Medium	No Change	No Change				
3 = Low	No Change	No Change				

7. Acknowledgement of Mid-SGO Check Point (if Necessary)

Administrators acknowledge student learning.

Teacher _____ Signature _____ Acknowledged Step #4 (Observation)

Evaluator _____ Signature _____ Acknowledged Step #4 (Observation)

Principal _____ Signature _____ Acknowledged Step #4 (Observation)

Scoring Plan [Do Not Edit Here]

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness Group	Students in Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
			Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1 = High						
2 = Medium						
3 = Low						

8. Results of Student Growth Objective

Refer to SGO STUDENT DATA Worksheet

Must include Student Names (or Initials) and ADDITIONAL data collected beyond starting points

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Students in Group	% or Number of Students at or above Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score
1 = High				#DIV/0!	#DIV/0!	#DIV/0!
2 = Medium				#DIV/0!	#DIV/0!	
3 = Low				#DIV/0!	#DIV/0!	

9. Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

10. Acknowledgement of Student Growth Objective Completion

Administrators acknowledge student learning.

Teacher _____ Signature _____ Acknowledged Step #5 (Observation) Date _____

Evaluator _____ Signature _____ Acknowledged Step #5 (Observation) Date _____

Principal _____ Signature _____ Acknowledged Step #5 (Observation) Date _____

Student Growth Percentiles

Calculating Student Growth Percentiles



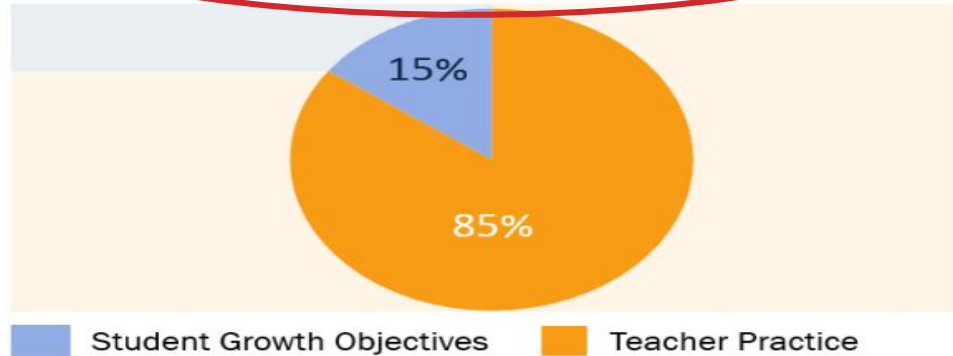
All students can show growth.

- Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to students with a similar performance history from across the state (“academic peers”).

Student Growth Percentiles

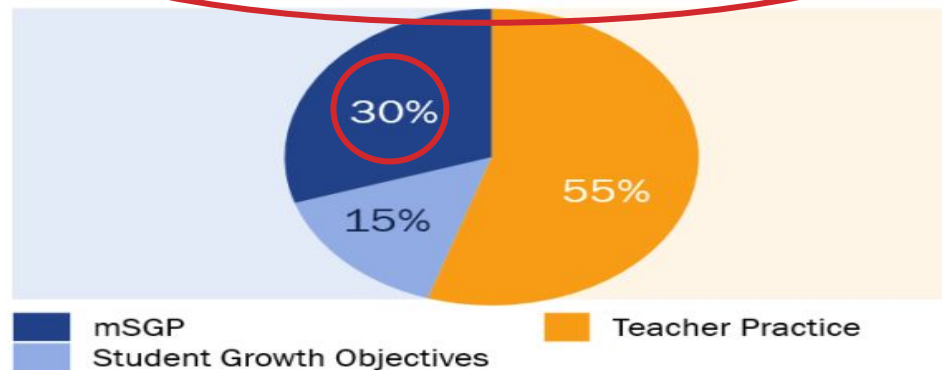
Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,
Language Arts Literacy and 4-7 Mathematics



Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Grades 4-7 Mathematics



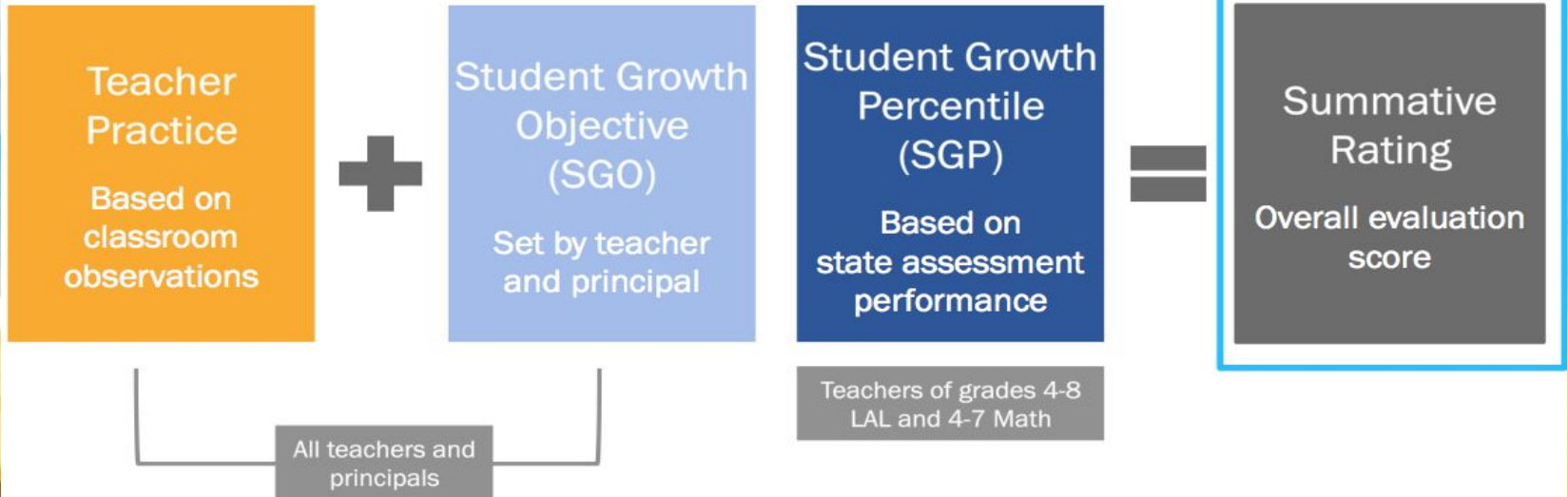
Final Evaluation Calculation

Scoring the Summative Rating

This section describes scoring for the final summative rating.

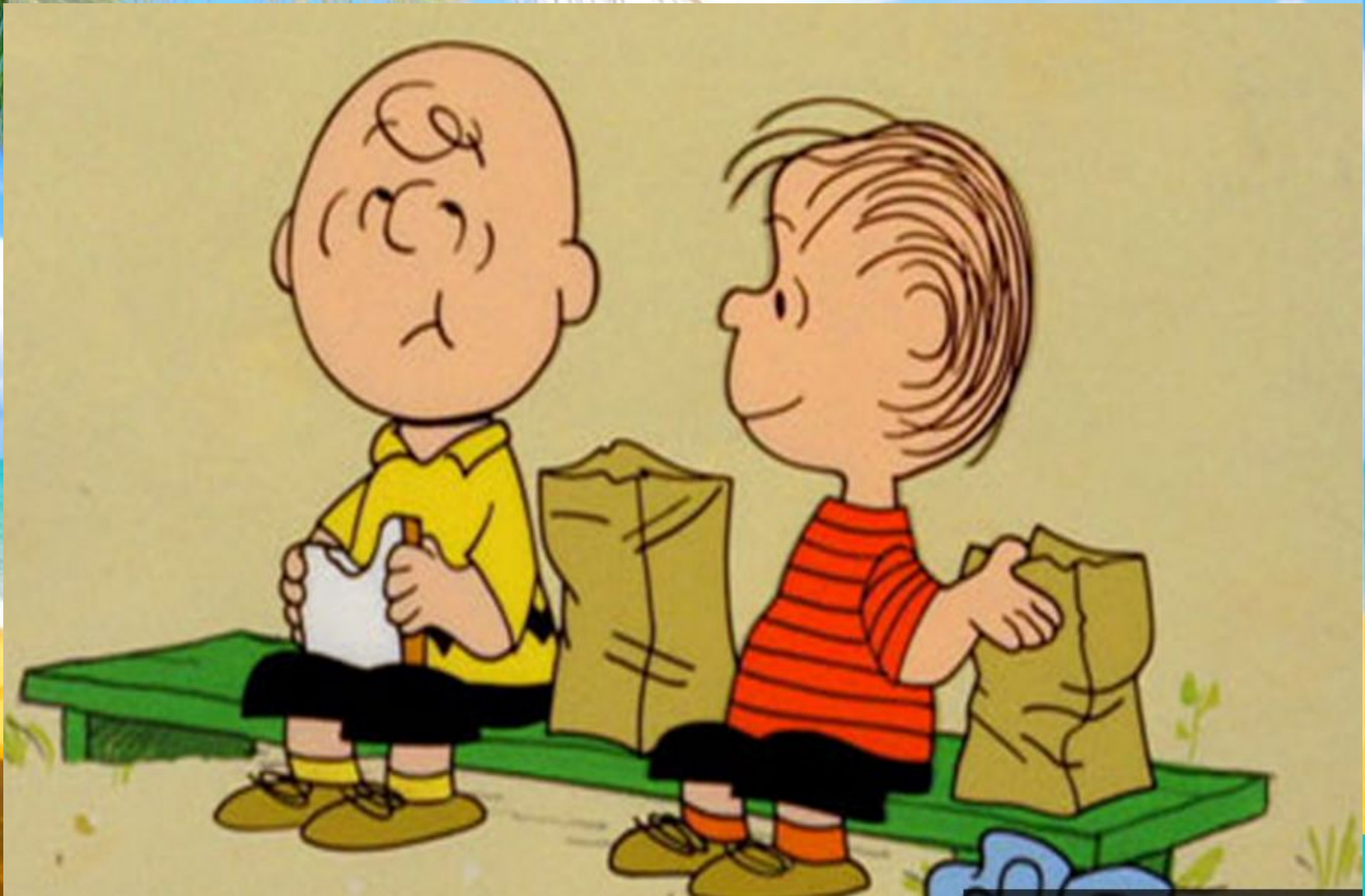
Practice

Student Achievement



Summer

Lunch

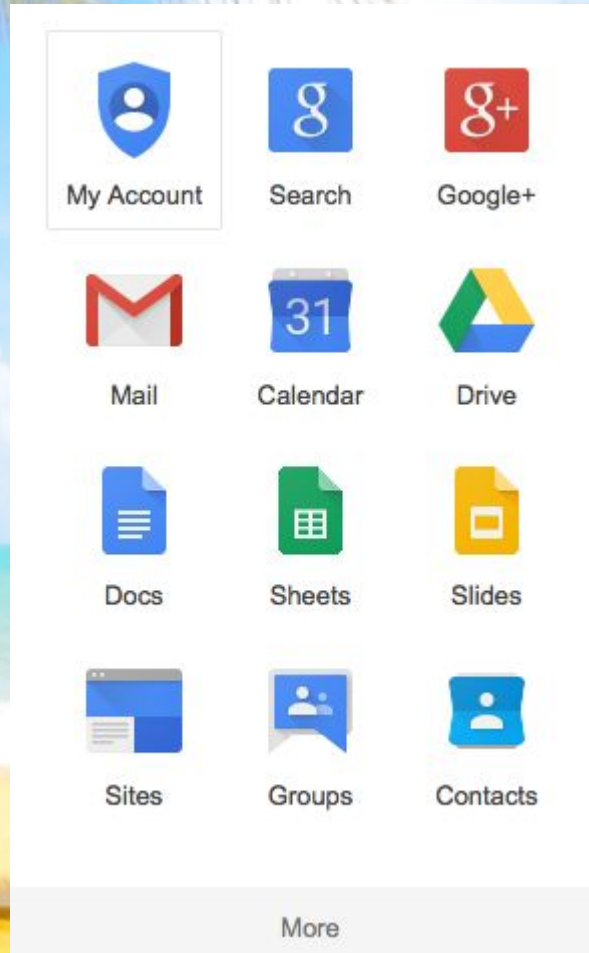


Summer

Google Classroom

Presenters:
Ms. McNeal
Mr. Ballaj
Mr. Kish

Gmail, Google Sites



Summer

Grading

- **Genesis (HBW/VHS)**
- **Standards Based Report Card (Elementary)**

Presenters:

Ms. McNeal, Mr. Ballaj

Mr. Kish, Ms. Kleinknecht

Genesis



School Year: 2015-16

Module: studentdata

Verona Public Schools

Verona High School

Charles Miller



Student Data Registration Scheduling Next Year Scheduling Grading Attendance Calendar Transcript Setup Next >>

Student List Edit Lists Labels Mass Change Next School & Grade Passes Lunch Letters Tuition Vehicles Reports

Please be aware that you are now working in the 2015-16 School Year

<< Student Data.Student List

Student Search Address Search Grade Search

Student Search

Last Name:	<input type="text"/>	Schools:	VHS	...	Status:	Active Students Only	
First Name:	<input type="text"/>	Student ID:	<input type="text"/>	Grades:	<input type="text"/>	Gender:	<input type="text"/>
Birth Date:	<input type="text"/>	State ID:	<input type="text"/>	Locker:	<input type="text"/>	Designated Spec. Ed Flag:	<input type="text"/>
Vice Principal:	<input type="text"/>	Homeroom:	<input type="text"/>	Has Active IEP?:	<input type="text"/>	Has In Process Referral?:	<input type="text"/>
Counselor:	<input type="text"/>	Student List:	<input type="text"/>	* Dynamic List			
Next School:	<input type="text"/>	ESL/LEP:	<input type="text"/>				
Program Type Code:	<input type="text"/>						

Search Reset More Search Options...

ID Last Name First Name School HR GR Gender Enrollment Status PL

No qualifying data found.

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Summer

Elementary Standards Based Report Cards

“Too many students walk through the schoolhouse door with one aim in mind: to get good grades. And all too often, the best way to reach this goal is to get with the program, avoid risk and serve up the answers the teacher wants, the way the teacher wants them. Good grades become a reward for compliance- but don’t have much to do with learning.” -Daniel Pink (Drive)

Summer

Conversation Starter #1

Grades should reflect achievement of intended learning outcomes- whether the school is using a conventional, subject-based report card or a report card that represents these intended learning outcomes as standards.

Summer

Conversation Starter #2

The primary audiences for the message conveyed in grades are students and their parents; grading policies should aim to give them useful, timely, actionable information. Teachers, administrators, and other educators are secondary audiences.

Conversation Starter #3

Grades should reflect a particular student's individual achievement. Group and cooperative skills are important, but they should be reflected elsewhere, not in an individual's academic grade.

Conversation Starter #4

Grading policies should be set up to support student motivation to learn. A student should never reach a place where there is no point doing any more work because failure is inevitable.

What is a Standards Based Report Card?

- A standards based report card emphasizes the most important student skills within each subject area
- This type of report card assesses “how well a child mastered each skill” within a subject area
- Instruction becomes informed when using a standards based report card, because strengths and weaknesses are identified

Why Standards Based grading?

- Students should be provided with accurate and specific feedback that is used to enhance their learning.
- Grades should be an indicator for what students know and can do.
- Students should understand that they are in control of their own learning.

REPORTING KEY FOR ACADEMIC DEVELOPMENT

- 4: Exceeding Learning Standards:** Student performance demonstrates an understanding of the knowledge and skills beyond grade level expectations and consistently shows evidence of higher level thinking. A "4" indicates unusually high achievement.
- 3: Meeting Learning Standards:** Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
- 2: Approaching Learning Standards:** Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.
- 1: Not Meeting Learning Standards:** Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.
- *: Learning Standard Not Addressed in This Marking Period**

Summer

**VERONA PUBLIC SCHOOLS
GRADE 1 REPORT CARD**

REPORTING KEY FOR ACADEMIC DEVELOPMENT

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2: Approaching Learning Standards: Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.
1: Not Meeting Learning Standards: Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.
 *: Learning Standard Not Addressed in This Marking Period

LANGUAGE ARTS

READING	MP1	MP2	MP3
<i>Understanding your child's reading level</i>	See page 3		
Knows and applies phonics and word attack skills to decode words			
Recognizes high frequency words			
Demonstrates literal comprehension			
Demonstrates inferential comprehension			
Reads fluently			
Reads with expression			
Demonstrates reading stamina with "just right" books			

WRITING	MP1	MP2	MP3
Generates ideas			
Demonstrates writing stamina			
Organizes ideas			
Uses developmentally appropriate spelling			
Applies mechanics			

MATHEMATICS	MP1	MP2	MP3
Operations and Algebraic Thinking			
Represents and solves problems involving addition and subtraction			
Understands and applies properties of operations and the relationship between addition and subtraction			
Adds and subtracts within 20			
Works with addition and subtraction equations			
Number and Operations in Base Ten			
Extends the counting sequence			
Understands place value			
Uses place value understanding and properties of operations to add and subtract			
Measurement and Data			
Measures lengths indirectly using nonstandard units			
Tells and writes time to the hour and half hour			
Represents and interprets data			
Geometry			
Reasons with shapes and their attributes			

Student:	
Teacher:	
School:	
Academic Year:	

ATTENDANCE	MP1	MP2	MP3
Present			
Absent			
Tardy			

SCIENCE	MP1	MP2	MP3
Demonstrates understandings of concepts, content, and vocabulary			
Displays curiosity about objects, investigations, and concepts			
Actively participates in discussions and activities			

SOCIAL STUDIES	MP1	MP2	MP3
Demonstrates understandings of concepts, content, and vocabulary			
Interprets maps, globes, charts, and graphs			
Actively participates in discussions and activities			

PHYSICAL EDUCATION	MP1	MP2	MP3
Skill development			
Sportsmanship			
Observes rules and routines			
Participation and effort			


ART	MP1	MP2	MP3
Skill development			
Observes rules and routines			
Participation and effort			

MUSIC	MP1	MP2	MP3
Skill development			
Observes rules and routines			
Participation and effort			

LIBRARY	MP1	MP2	MP3
Skill development			
Observes rules and routines			
Participation and effort			

Types of Learning Happening in Classrooms

- Workshop Model - differentiated teaching focused on individual student needs and methods of learning
- Inquiry based learning- open-ended approach to learning guided by students through questions, research, and/or curiosity
- Problem based learning- students solving problems to learn and apply knowledge



Letter Grade System vs. Standards-Based

Summer




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Summer

New Teacher Academy: 2017-18

1. Thursday, September 14 Student Growth Objectives
2. Thursday, October 12 I&RS, 504, IEPs
3. Thursday, November 16 UbD Continued
4. Thursday, January 11 Instructional Strategies
5. Thursday, February 8 Motivating Students to Succeed
6. Thursday, March 8 Social Media



**Best wishes for a
successful year!**

Summer