# **IPP** Demonstration Sites Project

Clovis Point Intermediate School,
Inclusive Grading:
Shifting culture and instructional practices

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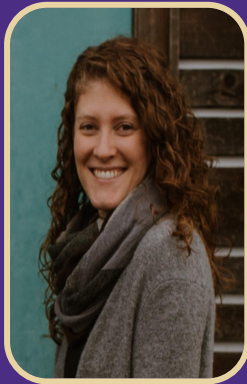BCBA, LBA, UW
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UW Haring Center
IPP Demonstration Sites Team

# Getting Started

- **Connection to Audio**
- **Sound Check**
- **Ready to participate**
- **Webinar Etiquette**

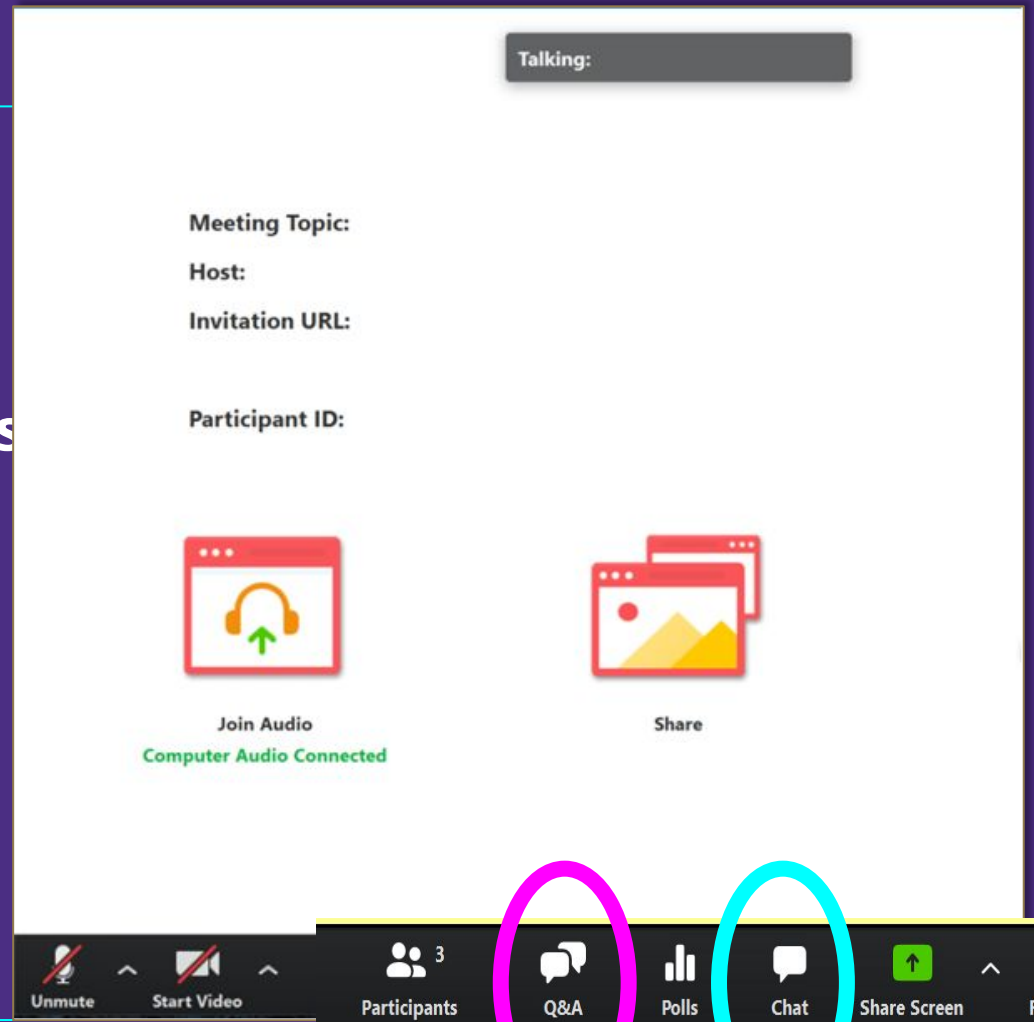# Sound Check

We're going to get started in a few minutes.

**Let us know you can hear us** in the **chat!**

Test Audio



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4
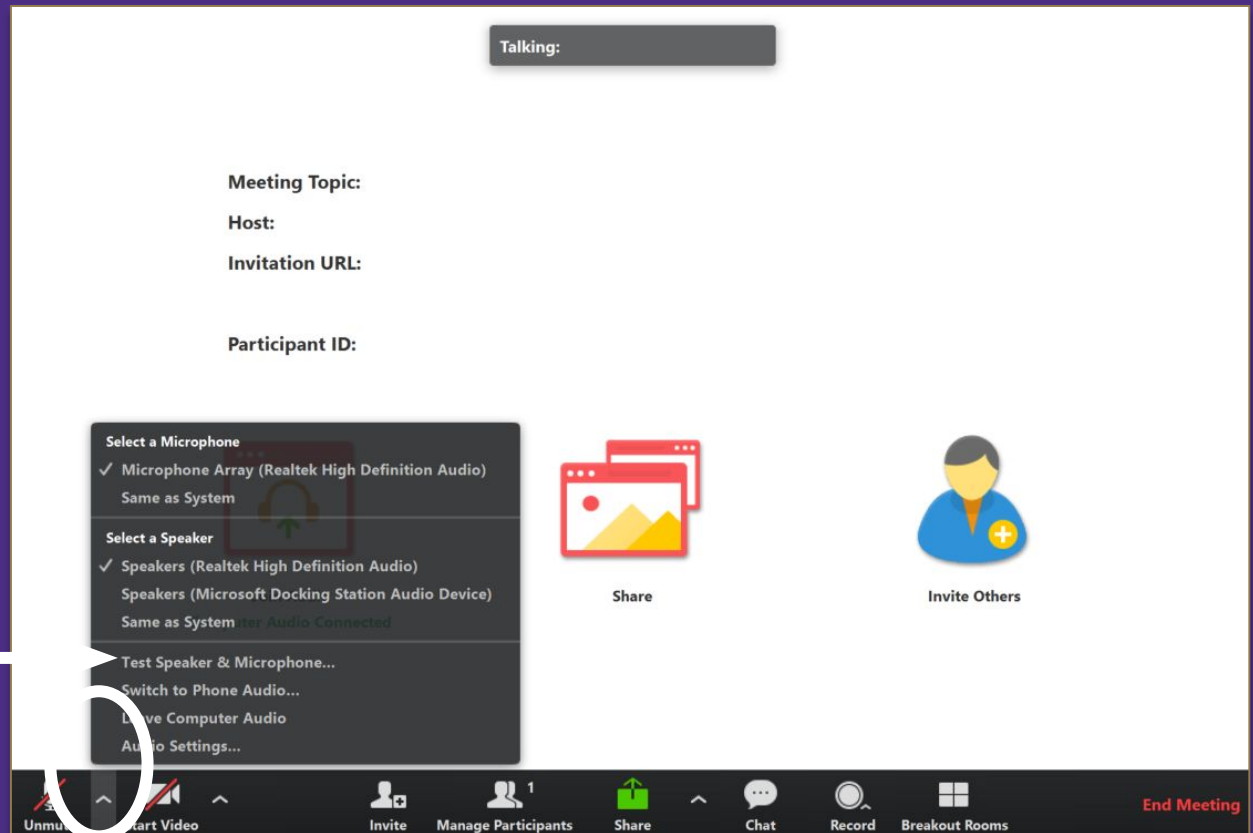
# How to participate

> **Share comments and ideas in the Chat panel (send to "All")**

> **Ask presenters questions in the Q&A panel**

> **Recording will be available at the end of the month.**



Talking:

Meeting Topic:

Host:

Invitation URL:

Participant ID:

Join Audio
Computer Audio Connected

Share

Unmute    Start Video    Participants 3    Q&A    Polls    Chat    Share Screen

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5

# Webbinar Etiquette

- **Keep an open mind.**
- **Be an active participant.**
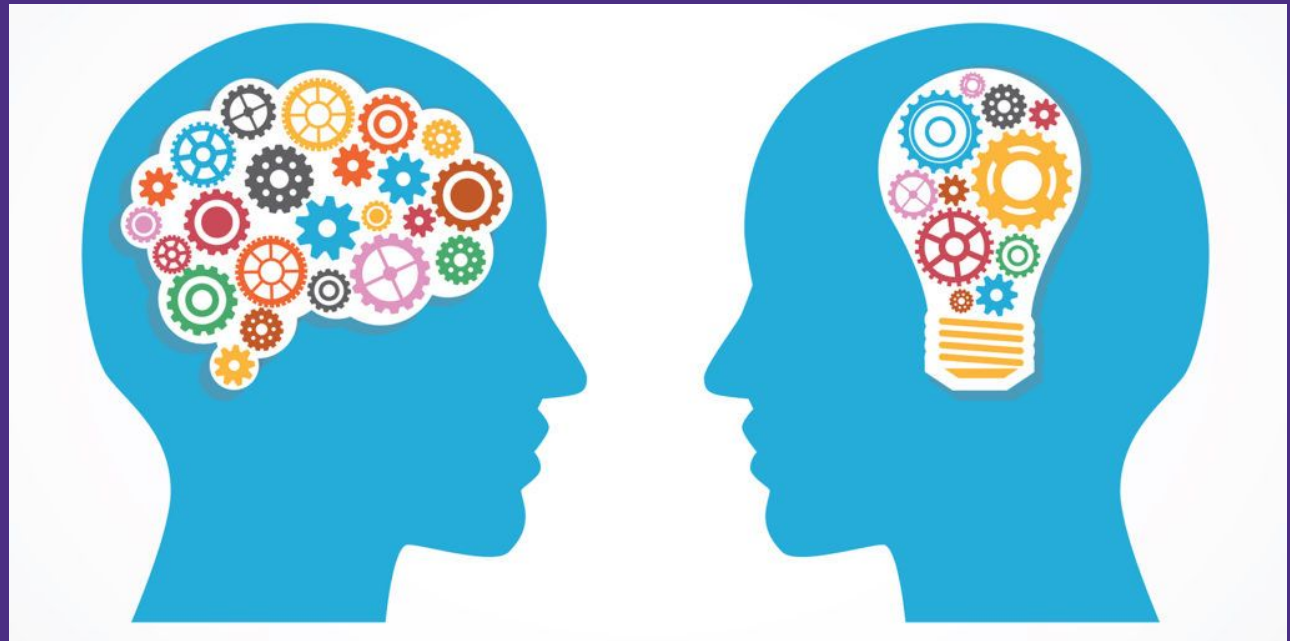
# Practice the Chat

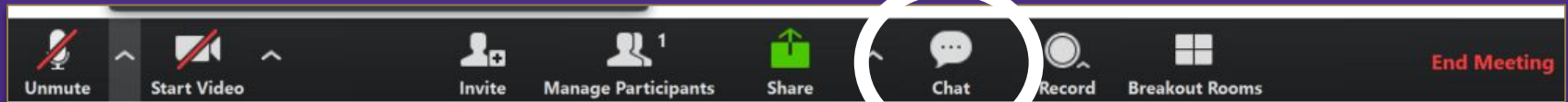> **What are you hoping to hear about today? Please put in the chat what impact you hope today's webinar will have on your schools inclusionary practices.**

**1** Center for Strengthening the Teaching Profession (CSTP)
Inclusionary Practices Project Lead

**2** Statewide Professional Development

| District Leaders: | School Leaders: | Local School Board: | Educators: | Education Support Personnel: | Families & Students: | Preservice Leaders: | Preservice Educators: |
|---|---|---|---|---|---|---|---|
| AESD, CLS, WASA | AESD, AWSP, CCTS, CLS, SWIFT | WASA | AESD, CCTS, CLS, SWIFT, WEA | WEA, CCTS | FEC | AWSP | CEEDAR |

**3** University of Washington Haring Center

| Inclusionary Demonstration Sites | TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities |
|---|---|

**4** Inclusionary Practices LEA Pilot Sites
246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

**5** University of Kansas Center for Research
Research & Supports for Online/Virtual Specially Designed Instruction

Washington Office of Superintendent of
**PUBLIC INSTRUCTION**

# Demonstration Sites Project Overview

> 16 demonstration sites across the state of WA will be selected over the course of the next two years.

> Demonstration sites will:
- Serve as model sites for best practices in inclusive education.
- Showcase implementation of high leverage practices.
- Invite and host members of the community to see practices in action.
- Continue to build inclusive culture by refining practices.
- Increase equitable learning for all students.

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# Founding Principles

*Inclusive education requires a cultural shift in philosophy and practice.*

> The ways we tell our stories can provide a transformational learning experience for other schools, increasing impact and the likelihood that they will implement what they learn.

> Every school is engaged in effective inclusive practices and supports that can be shared with others.

> All schools are on a path of continuous improvement.

> Strong sustainability is promoted through strong partnerships with key stakeholders.

> Innovative site-based leadership leads to increased effectiveness.

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# Questions and Polling 1

**Who's here?**

❑ **Administrator**

❑ **Counselor**

❑ **Teacher**

❑ **Parent**

❑ **ESD**

❑ **District**

❑ **Specialist**

❑ **Community Based Organization**

❑ **Paraprofessional**

❑ **Other**

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# The Journey Continued

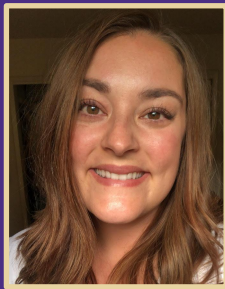> Demonstration Sites are on a continuous journey towards building inclusive schools and communities.

> Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.

# Who is presenting today?

**Kessley Grode**
7th Grade Math &
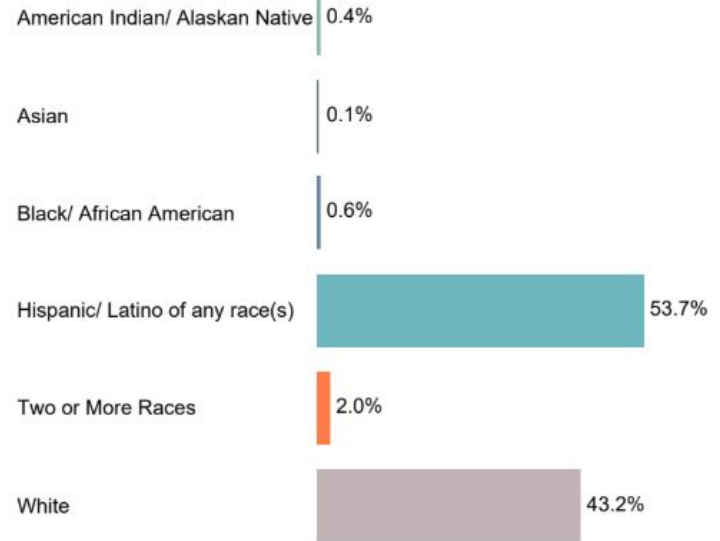Science Teacher

**Dustin Johnson**
Special Educator

**Kari Stewart**
Special Educator

# END UW INTRO

# Clovis Point Intermediate
## East Wenatchee



| Category | Percentage |
|---|---|
| English Language Learners | 15.1% |
| Non-English Language Learners | 84.9% |
| Foster Care | 1.6% |
| Non-Foster Care | 98.4% |
| Low-Income | 67.6% |
| Non-Low Income | 32.4% |
| Mobile | 2.1% |
| Non Mobile | 97.9% |
| Homeless | 4.8% |
| Non-Homeless | 95.2% |
| Migrant | 14.2% |
| Non Migrant | 85.8% |
| Military Parent | 0.7% |
| Non Military Parent | 99.3% |
| Section 504 | 4.7% |
| Non Section 504 | 95.3% |
| Students with Disabilities | 11.6% |
| Students without Disabilities | 88.4% |

| Race/Ethnicity | Percentage |
|---|---|
| American Indian/ Alaskan Native | 0.4% |
| Asian | 0.1% |
| Black/ African American | 0.6% |
| Hispanic/ Latino of any race(s) | 53.7% |
| Two or More Races | 2.0% |
| White | 43.2% |

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**Currently we have grades 5-7, but next year we will be grades K-6.**

# We are Clovis Point

# Inclusionary practices in our school

- Inclusion specialists (was co-teaching/co-planning)

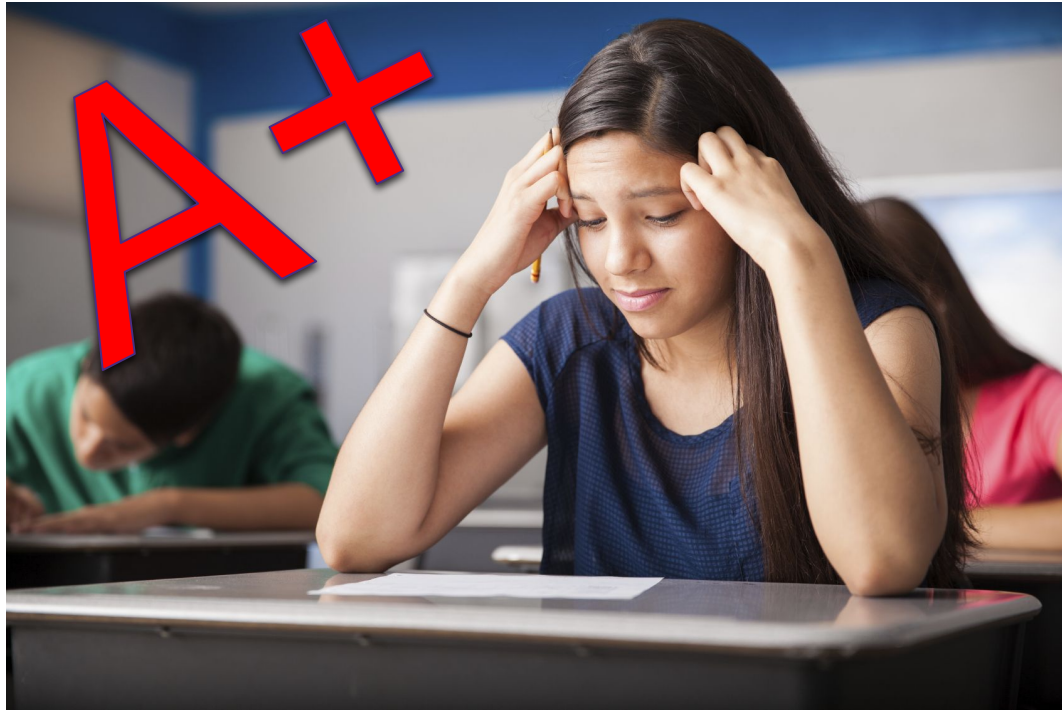- ***Modified grading***

- Assistive (Accessible) technology

# Highlighting the following inclusionary practice:
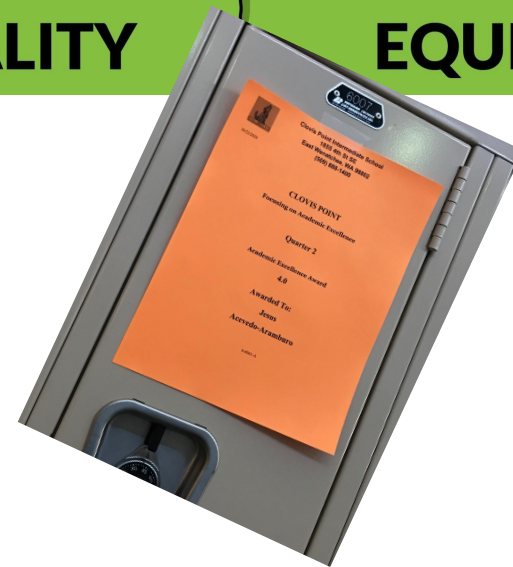
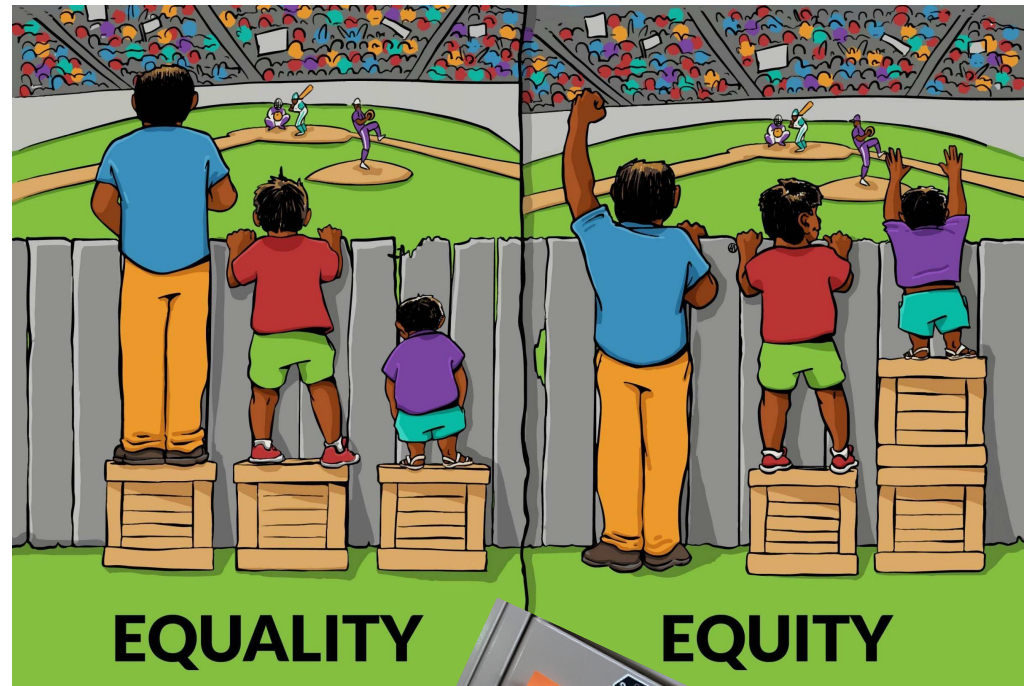## *- Modified grading*




What Zone Are You In?
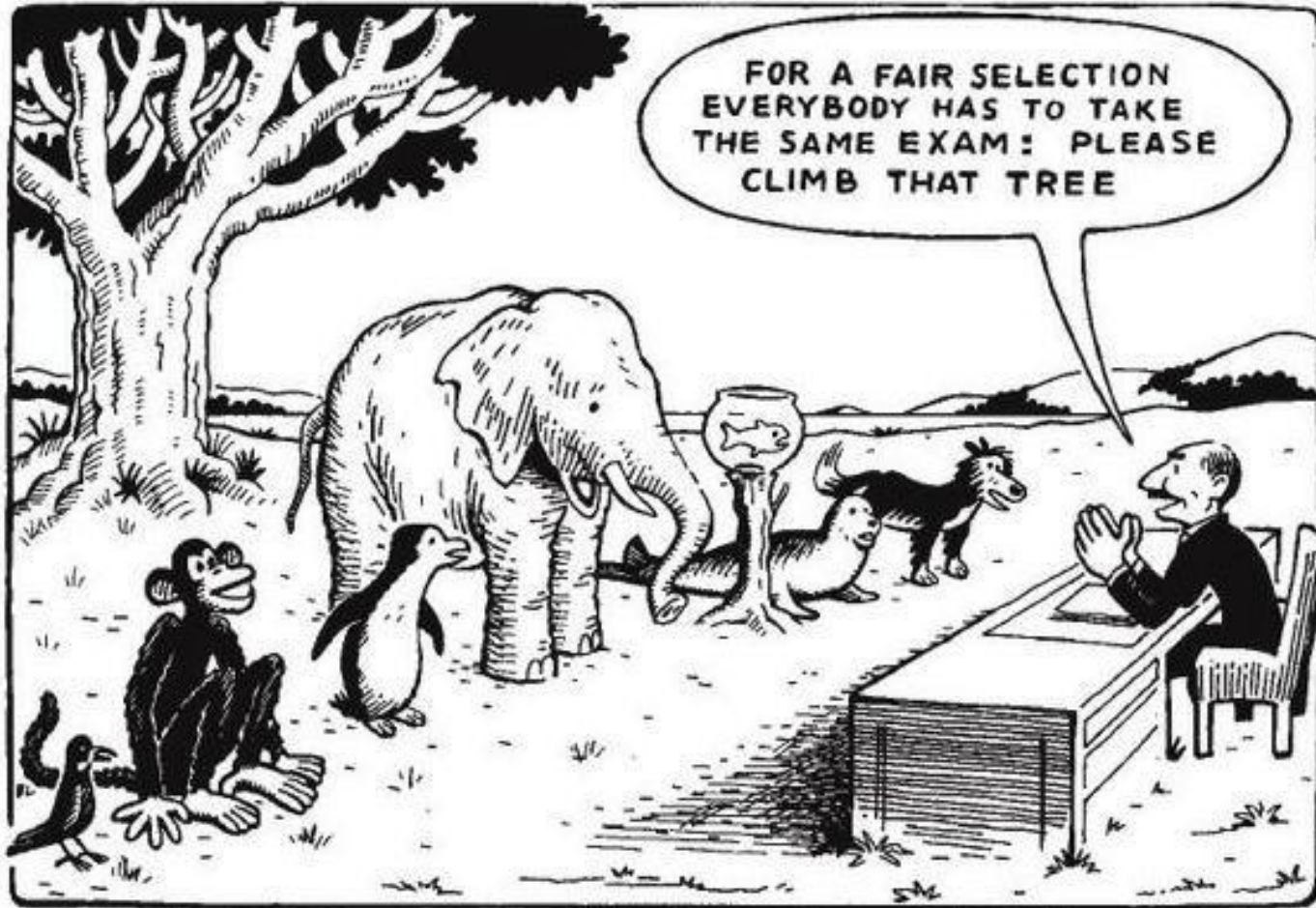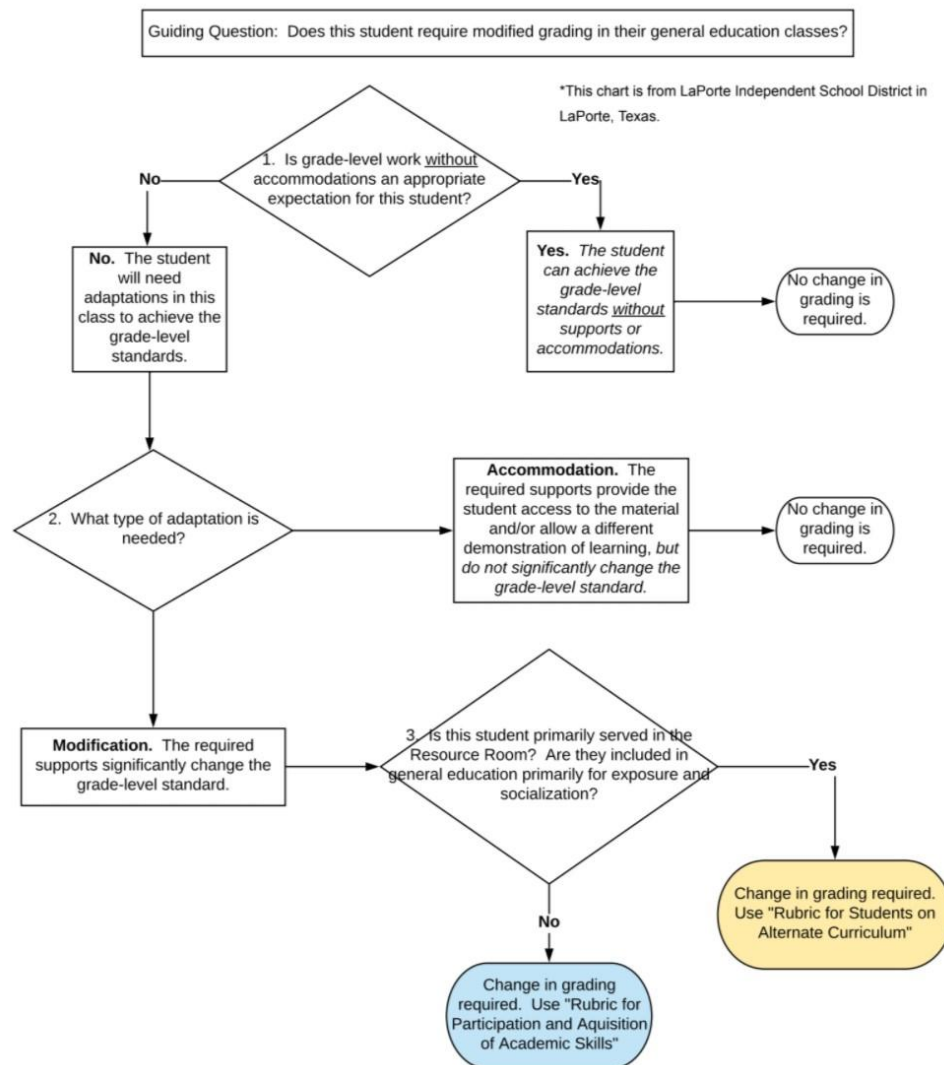PANIC ZONE
LEARNING ZONE
COMFORT ZONE

# Why modified grading?

- *Pass/Fail isn't actionable for improvement*
- *Students need universal access to recognition*
- *Students' self-perception*
- *"Hoops"*



**EQUALITY**

**EQUITY**

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# What is fair?

# The Decision Tree



Guiding Question: Does this student require modified grading in their general education classes?

*This chart is from LaPorte Independent School District in LaPorte, Texas.

1. Is grade-level work without accommodations an appropriate expectation for this student?

**No** — **No.** The student will need adaptations in this class to achieve the grade-level standards.

**Yes** — **Yes.** The student can achieve the grade-level standards without supports or accommodations. → No change in grading is required.

2. What type of adaptation is needed?

**Accommodation.** The required supports provide the student access to the material and/or allow a different demonstration of learning, but do not significantly change the grade-level standard. → No change in grading is required.

**Modification.** The required supports significantly change the grade-level standard.

3. Is this student primarily served in the Resource Room? Are they included in general education primarily for exposure and socialization?

**Yes** → Change in grading required. Use "Rubric for Students on Alternate Curriculum"

**No** → Change in grading required. Use "Rubric for Participation and Aquisition of Academic Skills"

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# Modified Grading Rubric Basics

## Conversion Chart
(Converting Raw Score to Percentages)

| Student Raw Score | Converted Raw Score Percentage |
|---|---|
| 20 | 100 |
| 19 | 97.4 |
| 18 | 94.8 |
| 17 | 92.2 |
| 16 | 89.6 |
| 15 | 87 |
| 14 | 84.4 |
| 13 | 81.8 |
| 12 | 79.2 |
| 11 | 76.6 |
| 10 | 74 |
| 9 | 71.4 |
| 8 | 68.8 |
| 7 | 66.2 |
| 6 | 63.6 |
| 5 | 61 |
| 4 | 58.4 |
| 3 | 55.8 |
| 2 | 53.2 |
| 1 | 50.6 |

### REVISED 2019-2020 - Grading Rubric for Acquisition of Academics & Student Skills

NOTE: This rubric is used with students with disabilities who participate in a general education setting and who are responsible for at least part of the content for the class. The use should be consistent with the student's goals and individual abilities.

| What are we assessing? | Criterion | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| | | When accommodations and / or modifications have been made, the student . . . | | | | |
| What level of learning can the student demonstrate? | Content - Learning Concepts / Big Ideas | Demonstrates learning without significant conceptual errors. | Demonstrates learning, but may have minor conceptual errors. | With cues/prompts, demonstrates learning. May have minor conceptual errors. | With help, demonstrates partial understanding. May have significant conceptual errors. | Even with significant help, prompts and cues, student is not able to demonstrate even partial understanding of concept, or refuses to demonstrate learning even in a 1-1 setting. |
| To what degree is the student completing the tasks given to them? | Content - Task Completion | Completes ALL of individualized task | Completes MOST of individualized task. | Completes LESS THAN HALF of individualized task. | With help, completes less than half of individualized task. | Even with significant prompts and help, student refuses to complete task - either passively or actively. |
| To what degree is the student producing work that truly represents their best effort? To what degree is the student turning their work in? | Content - Task Quality | Produces best quality classwork and turns work in independently. | Produces high quality classwork. May need minor cues to turn in. | Produces average quality work. Needs multiple cues/prompts to turn in work | With help, produces low quality work. Significant support is needed for student to turn work in (ex: walking student to turn-in bin) | Even with significant help, work is not legible. Throws work away or refuses to turn it in. |
| To what degree is the student using tools (including assistive technology) that will help them access content or demonstrate learning? | Self-Advocacy | Without adult prompting, student takes initiative and responsibility to use supportive tools independently (Multiplication device, headphones, fidget, etc) | Student consistently and willingly retrieves and uses supportive tools independently. May need minor cues. | With multiple adult prompts/help, student uses supportive tools. | With help, student will reluctantly use supportive tools, but requires significant prompting and support to do so. May argue or complain about using tools. | Despite a private location and multiple opportunities, student refuses to use supportive tools. |
| To what degree is the student taking responsibility for their own learning? | Independence | Without adult prompting, student begins and perseveres in all given tasks. Asks peers and teachers questions when help is needed. Fully engages in group task. | With minor adult prompting, student begins and perseveres in all given tasks. Asks peers and teachers when help is needed. Engages with group task. | Student waits for adult prompting to begin task. Limited engagement in group task | Student needs significant prompting to begin and continue task. Does not ask for help unless questioned directly. Observes, but doesn't engage with group task. | Even with multiple prompts and 1-1 support, student does not begin or persevere on tasks, or may refuse help when offered. May refuse to engage with group task. |

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# Modified Grading Rubric and its Evolution

*Original Rubric Criterion:*
**Content**
**Task Completion**
**Effort**
**Attitude**
**Peer Interaction**

*New Rubric Criterion:*
***Content****-learning concepts/big idea*
***Content****-task completion*
***Content****-task quality*
**Self Advocacy**
**Independence**

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# How we started

- *Year One: Jumping in, learning by doing*
- *Year Two: Making it Fit*
- *Upcoming: Stepping Back, District-level, Transitioning*

# Student and Parent-Friendly

*We included a student language version of the rubric with "I can…" statements.*

*We also translated the grading rubric and student rubric into Spanish*

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# What does this look like in our school?

**I can show my learning by myself.**

## 2019-2020 - Student Grading Rubric for Academics & Student Skills

| What I Can Do | | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| | | When accommodations and / or modifications have been made, the student . . . | | | | |
| I can show my learning by myself. | **Learning Target** | I can show my learning of the target by myself without mistakes. | I can show my learning by myself, but I might have small mistakes. | With help, I can show my learning. | With help, I can show my learning. I might have some big mistakes. | Even with a lot of help, I can't show any of my learning. I might refuse to show my learning even when it's just me and the teacher. |
| I do the work my teachers expect from me. | **Completing Work** | I finish ALL of the work my teacher expects from me. | I finish MOST of the work my teacher expects from me. | I finish less then half of my work. | With help, I do some of my work. | Even with lots of help, I don't do most of my work. |
| I do my best and I turn my work in. | **Doing my Best** | I do my best work and turn my work in without reminders. | I do my best work. I might need a reminder to turn my work in. | I do okay work. My teacher has to remind me several times to turn it in. | With help, I do okay work. My teacher has to walk me to the turn-in bin or dig my work out of my binder for me. | Even with a lot of help, my teacher can't read my work. I might throw my work away or refuse to turn it in. |
| I use tools that help me learn (ex:  typing, voice typing, fidget, headphones, multiplication table, etc.) . | **Using Helpful Tools** | I know what tools I need to do my work. I get them out by myself, or I ask my teacher for them. | I still need a reminder to get my tools out, but I use them. | My teacher has to remind me several times to get my tools out. | I argue and complain about using my tools. I don't use them unless the teacher makes me. | Even when it's just me and the teacher, I will not use my tools. |
| I start and continue my work by myself. | **Working By Myself** | I start my work and stay on task by myself. I ask peers and teachers questions when I need help. I participate with my group. | I still need small reminders to begin work and stay on task. I ask peers and teachers when I need help. I participate with my group. | I wait until the teacher tells me to start working. If I need help, I sit and wait for the teacher to come to me. I kind of participate with my group. | The teacher has to tell me multiple times to begin my work and stay on task. I do not ask for help. I watch my group work, but I don't really help them. | Even when it's just me and the teacher, I don't start my work or stay on task. I will not work with my group. |
| | **Total (Raw Score):** | | | | | |
| | **Comments:** _____ | | | **Total (Raw Score):** _____ | | |
| | | | | **Converted % from Grade Chart:** _____ | | |
| | *Adapted from LaPorte School District in LaPorte, Texas.  Approved by D. Woods for pilot use at Clovis Point.* | | | | | |

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# Overcoming Barriers to Implementation

- *There are still difficult conversations in which we have to remind a colleague about what we're doing and why...again.*
- *"But they don't do the work..." leads to conversations about accommodations and supports that should be happening.*
- *Our mental pictures of what an "A student" looks like, and what a "C student" looks like are so ingrained that it can be difficult to shift that thinking.*
- *The amount of subjectivity or "different standards" can be uncomfortable for some educators.*

# Professional Discretion

- *The rubric has some language that is generalized, so some approximation is needed.*
- *For students that spend some time in the GenEd class and some time in a focused small-group, how much weight is given to each when the response by the student is significantly different?*
- *Big Picture & Intent vs "Lines in the Sand"*

# How We Measure "Success"

"Success is defined as a demonstration of growth toward the mastery of a given content or a skill. Because students in a differentiated classroom are often working on different tasks and completing different products to show mastery..."

The IRIS Center. (2010). *Differentiated instruction: Maximizing the learning of all students.* Retrieved from
https://iris.peabody.vanderbilt.edu/module/di/

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# Changing Assessment is Intertwined with Access to Instruction

- *Expectations and the means of meeting them are different to varying degrees*
- *How we measure success is modified*

*Therefore,*
- *The manner in which students interact with instruction may look different as well.*

### *Assistive vs. Accessible*

*Often, what is helpful to students who need accommodations, is helpful to all students... and just turns out to be good instructional practice.*

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# Assistive (Accessible) Technology

**Here are some of the assistive technology tools that Clovis has been using this year:**

- GoFormative
- Flipgrid
- Speech to Text/Text to Speech
- Kami

Real-time responses.
Long-term growth.

Teachers use Formative to see student work in real-time, give feedback, track student progress to learning standards, and collaborate around common assessment data.

Teachers, Sign Up for FREE

School Leaders, Explore a FREE Pilot

**Empower every voice**

Flipgrid is a **simple, free, and accessible** video discussion experience for PreK to PhD educators, learners and families. Create a Topic and engage your community...together!

Sign up today. It's free!

**Empower your students and transform the way you teach, feedback, and assess**

World's #1 digital classroom tool creating flexible and collaborative learning environments for millions

Sign up for free

No cards required

$4x^2 = \sqrt{25} \times 5$  $x = ?$

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# GoFormative Examples:



The Rock Cycle Notes          11/2

Igneous rocks: are formed when magma/lava inside or outside Earth's crust cools and hardens.

(formed by volcanoes)

intrusive (vs.) extrusive

**Igneous rocks:** ▶ Replace Audio

## Experiment A: Antacid tablet

1. Observe and describe the **antacid tablet** at your table.
2. Break the tablet into small pieces.
3. Is this a physical or chemical change? (Circle answer)
4. Take your cup with water, it measures out to 50 ml of **water**, and drop the tablet pieces into the cup.
5. Observe what happens.
6. Is this a physical or chemical change?(Circle answer)

Alka-Seltzer and Water

**9** Show Your Work          4pt

Please use the colors to sketch the liquid layers in the container below.

*you have to use ORANGE for RED*

Edit background

Select standards set

Go online for Step-by-Step Solutions

(1-4)

3. 23% of $640 =

**3**

6. 150% of 128 =

**6**

9. 23.5% of 128 =

**Please go to your online textbook.**
1. Open a new tab and log into Chrome with your Eastmont ID.
2. Locate the yellow "Eastmont" folder and click on "PortalGuard" , then McGraw Hill
3. Click back on this tab and watch these tutorial videos:
Tutorials: Lesson 2-1

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# Takeaways

- *This isn't just about grading, it is about perceptions about who is included and how students learn*
- *Shifting our grading practices helped us look at teaching and learning differently and the educators role in it all*
- *We used something uniform, but then really needed to examine our school culture to identify what was important*
- *When there are systems in place to recognize student success or engagement, it ensures that ALL students are included in those systems.*

# Resources/Artifacts

*Modified Grading Flowchart and Rubrics*

# BEGIN UW WRAP UP

# Questions: *Please share you answers in the CHAT box.*

1. **What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**

2. **From what you learned today, what are some initial steps you can take and apply in your building?**

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# Clovis Point

**Kessley Grode**
7th Grade Math &
Science Teacher

**Dustin Johnson**
Special Educator

**Kari Stewart**
Special Educator

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# To learn more about the Demonstration Sites Project
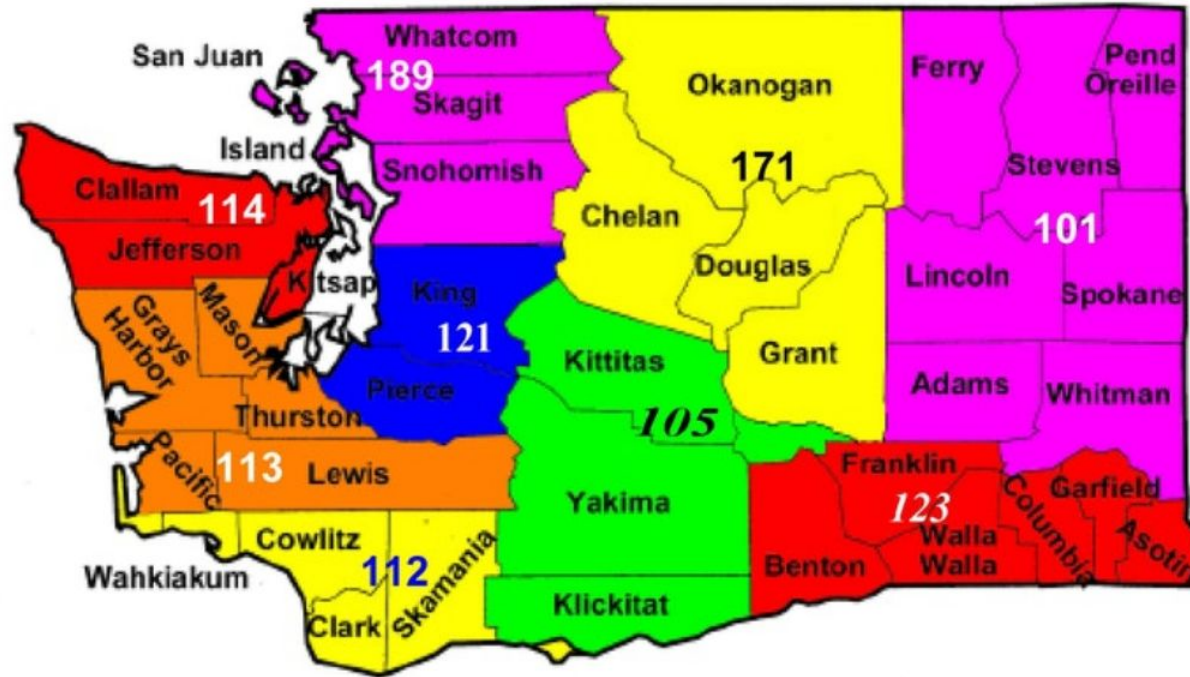
> **Please visit:**

   **ippdemosites.org**

   **https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project**

> **Or email, uwdemosites@uw.edu**

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EDUCATIONAL SERVICE DISTRICT REGIONS

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

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# Evaluation and Clock Hours

## Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform

*A link to this evaluation form has been emailed to all participants.*

*Clock Hour Forms have been emailed to all participants.*

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# Thanks to our partners



OSPI



cstp
STRENGTHENING TEACHING
ONE STEP AT A TIME



CLOVIS
POINT