

Mission Viejo High School
Staff Development Day
Friday, November 1, 2013

AGENDA

Doug Reeves: talks re: Q
Rick Worneli - video we watched @ P.D.
MPR

<u>Time</u>	<u>Activities / Topics</u>	<u>Presenters</u>	<u>Location</u>
8:00 am	Opening Session		
	Introduction and Overview	Ray Gatfield	
	A-G UC Admission Requirements	Dan Sullivan Gerri Evans & Steve Uthus	
	Exploring Fair Grading Practices	Dan Sullivan & Tom Krucli	
9:20 am	Break		
9:45 am	Mid – Morning Session	Faculty Moderators	Various
	Socratic Seminars on Fair Grading		
11:00 am	Departmental & PLC Course Groups	Curriculum Leaders	Depts.
	Significant A-G Elements in Department Subject Area courses		
	Course Level Common Grading Practices Discussion in PLC Groups		
12:00 pm	Lunch (on your own)		
1:00 pm	Afternoon Session		MPR
	MVHS Literacy Goal for 2013-14	Ray Gatfield	
1:15 pm	Intervention... What works? (WASC #2)		
	Review of Current Practices	Dan Sullivan	
	Exploring Best Practices at MVHS	Stephanie Aldemir	
1:30 pm	Departmental analyses of intervention practices		MPR/Depts.
	<ul style="list-style-type: none"> • During Tutorial / Mandatorial • Within the individual classroom • Ideas for additional schoolwide intervention practices 		

MVHS Staff Development Day

November 1, 2013

Teacher Name	Group #	Meeting Room	Teacher Name	Group #	Meeting Room
Krucli, Tom	Leader 1	214	Fleischman, Breanna	Leader 5	216
Bubnis, Heather	1	214	Alewine, Dave	5	216
Hannan, John	1	214	Ashbach, Chris	5	216
Escobar, Gaby	1	214	Barker, Michelle	5	216
Faridpak, Marjan	1	214	Belfield, Mary	5	216
Fernandez, Magaly	1	214	Irby, Jim	5	216
Fukuda, Daryl	1	214	Lohmeier, Patrick	5	216
Meeuwssen, Doug	1	214	McAlister, Kelly	5	216
Norris, Sarah	1	214	Nguyen, David	5	216
Paredes, Jill	1	214	Opkins, Jack	5	216
Thompson, Seth	1	214	Valdez, Corrine	Leader 6	207
Tsang, Mark	1	214	Cost, Shane	6	207
Aldemir, Stephanie	Leader 2	506	Denny, Sue	6	207
Hicks, Diane	2	506	Miller, Mark	6	207
McCormack, Marc	2	506	Moriates, Andrew	6	207
Mello, Julie	2	506	Roelen, Troy	6	207
Moore, Mark	2	506	Sauer, Stephanie	6	207
Moore, Mike	2	506	Smith, Matt	6	207
Paton, Brett	2	506	Stump, Judy	6	207
Sabus, Mark	2	506	Valdez, Taryn	6	207
Stamos, John	2	506	Harris, Kathy	Leader 7	601
Tattam, Jan	2	506	Bierbaum, Ondine	7	601
Taylor, Kristina	2	506	Gawel, Frances	7	601
Wenzel, Seeme	Leader 3	723	Hoffman, Michael	7	601
Beaman, Alissa	3	723	Koger, Phil	7	601
Haskell, Greg	3	723	Neumeyer, Brent	7	601
Kozick, Peg	3	723	Ressler, Cindy	7	601
Lavadia, Linda	3	723	Salgado, Oscar	7	601
Merk, Ed	3	723	Wiemann, Jon	7	601
Miller, Lisa	3	723	Zeek, Jane	7	601
Pillsbury, Brent	3	723			
Seitz, Linda	3	723			
Walker, Orrin	3	723			
Perez, Mark	Leader 4	206			
Carroll, Dave	4	206			
Daher, Susie	4	206			
Garcia, Andy	4	206			
McCoy, Josepha	4	206			
Osumi, Ron	4	206			
Ryhlick, Lisa	4	206			
Schmidt, Renate	4	206			
Vargish, Tim	4	206			
Warkentin, Brad	4	206			

The Boston Gazette



Annie's Q and A:

Last week Sarge posed the question of whether or not a student's grade reflects what they really know. The response to that posting created some of the most thought provoking emails I've seen in quite some time. I thought I'd forgo my regular column and share this response with you:

Dear Annie,

Teachers at my school (a comprehensive public school) have been discussing fair grading issues for the entire school year. Quite frankly, it gives me such a headache that I look forward to our Common Core Anchor Standards meetings. In last week's article, Sarge stirred up some major controversy in our mastery vs. effort debate, especially in the following passages:

First of all, I think that those who would advocate giving zeros for work not done, or for tests where no effort was made, see a grade as a carrot and stick to compel otherwise lazy and unmotivated students to perform tasks expected of them...

If a grade is simply a measure of hard work and effort, then does the exceptionally bright student who can finish in 15 minutes what it takes an ordinary student an hour to do deserve a better grade? After all, the ordinary student is working four times as hard as the exceptional student. His or her grade should be four times better...

If grades are to be based on skills learned as opposed to work completed, then a "zero" would mean zero skills learned. In standards based grading, a zero grade would then seldom be an accurate reflection of a student's skills because even our lowest performing students rarely learn *zero* in class. They might behave as if they learned zero, but that is not an accurate measure...

Here is what the debate is really about: Should a student's grade reflect mastery of the subject matter, or should it serve as a reward for hard work and effort (or punishment for lack thereof?) When I taught middle school, I had a lot of "very good students" who worked their tails off, but seldom did very well on tests. So some of my

very hard working students got good grades, but probably had not mastered the subject matter. Meanwhile, I had some lazy students who would ace the tests and still get D's because they never did any homework. Who deserved the better grade?"

While Sarge's opinion is clear, the one area where we cannot reach consensus is the place for zero on any basic grading scale. Does the slug who never does anything but suck up precious oxygen in the back corner of my class deserve anything higher than a zero, or is she just a discipline problem who should be forced to make up her assignments in after school detention? Am I just punishing laziness with a punitive grading policy? We've seen the research on the "Case Against Zero" and it makes sense, but it's awfully tough to change grading practices when it seems to be a choice between accountability and skill mastery. 6

The whole something-for-nothing attitude fostered by those who want to hand out free points for substandard work bothers me. On the other hand, I am somewhat hypocritical in offering extra credit to help those who have low grades on tests: extra credit isn't helping my hard working, under-achieving students master skills. So really, I'm just as bad as the something-for-nothing teachers who would be handing out smiley face stickers to their students as part of the self-esteem movement in the 1990's. I know we need to make a greater effort to achieve a fair grading practice for all subject levels and disciplines, but logic is thrown into a *Lord of the Flies* free-for-all when it comes to changing individual grading policies. 7

McGrimace

RE: Socratic Seminar

Perez, Mark - Mission Viejo High School

Sent: Tuesday, October 29, 2013 6:32 PM

To: Gatfield, Ray - Mission Viejo High School

Hi Ray,

Sure- I'll have to brush up on the process bc we do a modified version in our dept., but I'm sure it will be fine. Does this mean I get to choose my partner? :)

Mark

From: Gatfield, Ray - Mission Viejo High School

Sent: Tuesday, October 29, 2013 2:56 PM

To: Perez, Mark - Mission Viejo High School

Subject: Socratic Seminar

Mark,

I really need you to be a lead on one of the Socratic Seminars for Grading on Friday. Too many have asked to be the second lead. Can you do it?

Ray

Ray A. Gatfield, Ph.D.

Principal

Mission Viejo High School

25025 Chrisanta Drive

Mission Viejo, CA 92691

Phone: (949) 837-7722

Fax: (949) 830-0782