



Oak Park and River Forest
High School *District 200*

**Strategic Plan Priority 2:
Transformative Education
Professional Development & Grading**

May 26, 2022



Priority 2: Transformative Education

Strategy 2:

Throughout the 2022-2023 school year, OPRFHS will implement a professional development plan that is comprehensive and differentiated to support the needs of all teachers and the learning of all students.



Priority 2: Transformative Education

Strategy 3:

By Fall of 2023 consistently integrate equitable assessment and grading practices into all academic and elective courses.



Executive Summary

Goal: Implement a professional development plan that is comprehensive and differentiated, and integrate equitable assessment and grading practices into all academic and elective courses.

- Current Professional Development
- District Initiatives: Assessment, Instructional Technology, Restorative Practices
- Summary of Findings
- Next Steps
- Grading and Assessment
- Summary of Findings
- Next steps



Professional Development

- Structure of professional learning time during the 2021-2022 school year
 - Wednesday Late Start
 - 90 minutes of time split into two parts
 - First 30 minutes was district-led professional learning
 - Second 30 minutes was time for application of learning
 - Professional development aligned to district initiatives and centered in equity
 - Assessment
 - Instructional Technology
 - Restorative practices
 - A detailed summary of the PD provided this year is in the Board document



Summary of Findings

- Survey responses following most Institute and Staff Development Days indicated that
 - over 70% of the teachers agreed that the professional development would impact professional or student growth
 - Over 90% agreed that the professional development aligned with the district school improvement plan
 - Some indication of need for more differentiated PD and centered on their immediate classroom needs
- TCT leaders provided feedback - split time was hindering ability to collaborate and work productively
 - Split time was stopped
 - Focused shifted to three of the four essential questions of a collaborative team:
 - How will we know when students have learned the standard(s) (analysis and discussion of formative assessment data)?
 - How will we respond when they don't learn?
 - How will we respond when they already know it?



Next Steps

Administration

- Provide resources and time for teachers to collaborate around assessment and student performance.

Teacher Collaboration Team Leaders

- Leadership training for the 2022-2023 Teacher Collaborative Team leaders will be provided on an ongoing basis beginning May 2022

Instructional Coaches

- Two focused on literacy, one focused on classroom environment, and two from special education (Math/Science, English/History) will work with teachers in classrooms, during teacher collaboration time, division meetings, and other professional learning occasions
 - Instructional coaches will provide job-embedded professional development to teachers based on their learning needs



Grading and Assessment

During the 2020/2021 school year, a team of teachers and administrators read and discussed five texts, including:

- *Grading for Equity* - Joe Feldman
- *Get Set, Go* - Thomas Guskey
- *Pointless* - Sarah Zerwin
- *What We Know About Grading* - Thomas Guskey & Susan Brookhart
- *On Your Mark* - Thomas Guskey

During the 2021/2022 school year:

- Utilized the text *Get Set Go* by Thomas Guskey to continue discussions
- Panel discussion - three students shared their experiences with grading and assessment while at OPRFHS
- Collaborative team leaders recently participated in a learning opportunity with Dr. Douglas Reeves
 - discussed grading with equity and shared practical issues for immediate impact with the group



Summary of Findings

- Traditional grading practices perpetuate inequities and intensify the opportunity gap
- Integrating equitable assessment and grading practices into all academic and elective courses requires the collaborative effort of a team of educators committed to improvements that benefit all students
- Many OPRFHS teachers are successfully exploring and implementing more equitable grading practices such as: utilizing aspects of competency-based grading, eliminating zeros from the grade book, and encouraging and rewarding growth over time
- Teachers and administrators at OPRFHS will continue the process necessary to make grading improvements that reflect our core beliefs



Next Steps

Oak Park and River Forest High School administration and faculty will examine grading and reporting practices in academic and elective courses utilizing evidence-backed research and the racial equity analysis tool. The examination and reflection of practices will require that OPRFHS administration and faculty clearly define the following:

- Purpose for grading
- Proficiency

Oak Park and River Forest High School will establish a Philosophy of Grading that reflects a rigorous, meaningful, and evidence-based process by which student learning is understood.



Questions