

The Role of Paraeducators in Standards-Based Grading

Ensuring support for support staff in a PLC



HELLO!

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14 years in education

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Agenda

- **20 minutes-** Our (Lander Valley High School) story
 - Where we are in the process of standards-based grading in our PLC work
 - The need for clarity in the role of paraeducators in standards-based grading
- **45 minutes-**
 - How the need was addressed
 - Role play and discussion
- **5 minutes-** Closing

Purpose- I Can...

- Comprehend the importance of effectively utilizing paraeducators in a standards-based grading system

1

Our story

Lander Valley High School's transition
to standards-based grading

“**We learn best by doing...**Most educators acknowledge that our deepest insights and understandings come from action, followed by reflection and the search for improvement.” *-Learning By Doing*



PLC

4 Questions of a PLC

1. What do we want our students to learn?
2. How will we know if they have learned it?
3. What will we do if they don't learn it (Intervention)?
4. What will we do if they already know it
(Extension/Enrichment)?



PLC- 2015-2016

- PLC journey begins
- Reflection on district/building
 - ▷ systemic process to ensure collaboration
 - ▷ address 3 needs



Need #1- Lack of a guaranteed, viable curriculum

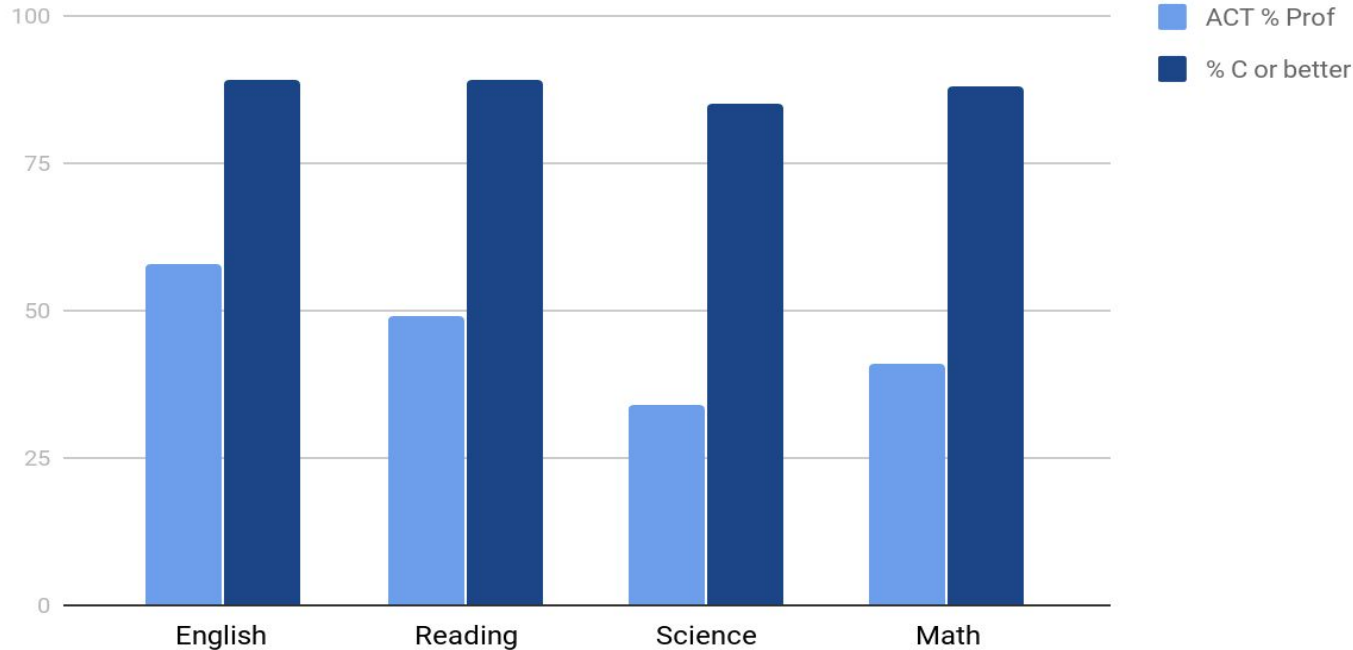
**No GVC =
Curricular Chaos!**





Need #2- Discrepancy between grades & test scores

Points scored





Need #3- Alignment to vision and mission

Vision - LVHS will be the #1 high school in the state of Wyoming in *everything* that we do.

Mission- Every student, every day



PLC- 2016-2017

- SBG work began
- Priority standards (PLC Question #1)
- Proficiency scales (PLC Question #2)
- Common formative assessments (PLC Question #2)



PLC- 2017-2018

- Full implementation of SBG
- Common formative assessments (PLC Question #2)
- Data analysis and interventions/enrichments (PLC Question #3 & #4)

PLC = **collaboration**, collaboration, collaboration



**O.K...so everything
went perfectly...right?**

“

There are no secrets to success. It is the result of preparation, hard work, and **learning from failure.**

-Colin Powell



Biggest “OOPS!”

- Support staff (paraeducators, SPED teachers, case managers, etc.) along for the ride rather than taking shifts at the wheel!



Biggest “OOPS!”

- Issue brought to light by general ed teachers
 - ▷ [Proficiency Scale](#)
- Discussion with paraeducators
 - ▷ Pressure

Biggest “OOPS!”

- **HUGE** implications for PLC question #2 and standards-based grading!

WHY?

How will we know if they have learned it?

Evidence 1	2.0	2.0
Evidence 2	3.0	2.5
Evidence 3	3.0	2.0

2

Role Play and Discussion

Paraeducator accommodation dos and don'ts

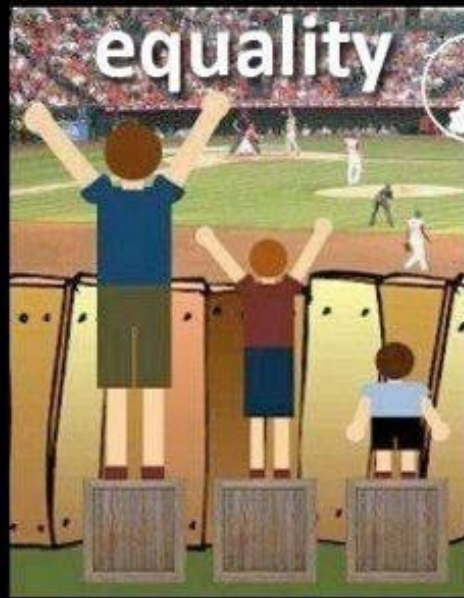
I'm a
Paraprofessional
what's your
 superpower?



Communicate with EVERYBODY

1.0 = “With help, the student demonstrates partial success at score 2.0 and score 3.0”

- Accommodations = DOES NOT pertain to the 1.0 on a scale!
- Accommodations are legal means to make content accessible...NOT the “help” meant by a scale



Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

BUT it can **only work IF every-one starts from the SAME place**, in this example equality only works if everyone is the same height.



Equity = FAIRNESS

EQUITY is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

Accommodations are changes to how information is presented, how students are asked to respond, where instruction takes place, and the timing or scheduling of instruction. Accommodations do not change the level of proficiency. Students who receive accommodations are still expected to achieve the same levels of proficiency as students without accommodations. Accommodations simply allow students to demonstrate their learning in the ways that work best for them” (*A School Leader’s Guide to Standards-Based Grading*, 2014).



The Test...

“With help, the student demonstrates partial success at score 2.0 and score 3.0.”

- **The test...**

Think **“Help”** = directing student to answer



The Test...

If you are giving all the accommodations warranted in the IEP, and the student STILL cannot access information at the 2.0 level...then they are a 1.0...they cannot independently, with accommodations, demonstrate learning at a 2.0.

Paraeducator's role in SBG = facilitate accommodations WITHOUT directing students to answers

The Dos and Don'ts of Facilitating Accommodations

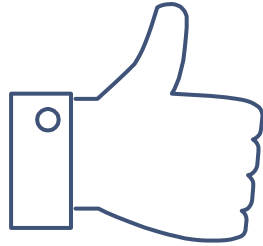
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- Group 1 = Scribe (Writing an essay/short answer in ELA or Social Studies)
- Group 2= Multiple choice test
- Group 3= Reading test question and possible answers out loud
- Group 4= Student questions/works for validation of choice/answer
- Group 5= Class note usage

Directions- For your assigned scenario, come up with two scenes- one in which the para improperly “directs” the student to an answer, and one in which the para correctly facilitates the accommodation.

Closing

- Support staff need to be part of PLC from the get-go
- Be very clear with all staff about what “help” looks like in regards to standards-based grading = communication
- Train and practice with support staff- develop a space for ongoing dialogue/questions



THANKS!

Any questions?

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