

The Lincoln Tiger Times

March 9– March 13, 2020

Mission

It is our mission to graduate students through a supportive and challenging academic environment, allowing students to explore possibilities, take risks and learn how to be successful in college and career.

Vision

It is our vision at Lincoln High School to empower students to become articulate, thoughtful and creative problem solvers and active contributors in their communities.



WASC Major Student Learner Needs

1. Increase graduation
2. Increase proficiency in ELA and Math
3. Improve attendance
4. Align lesson and tasks to standards

Teaching Tip of the Week

This summary of the original article appeared in the Marshall Memo 806 dated October 7, 2019.

An Uphill Battle Implementing Grading Reforms in High Schools

In this *American Educational Research Journal* article, Brad Olsen (University of California/Santa Cruz) and Rebecca Buchanan (University of Maine/Orono) say that grading began when North American students were first grouped by age in the mid-1800s. Today, student grades serve a variety of purposes:

- An objective measure of a student's academic achievement or mastery;
- A teacher's subjective estimation of the quality of a student's work;
- A teacher's appraisal of a student's effort, ability, or willingness to follow directions;
- A way of comparing students with one another;
- A tool to inspire;
- A tool to control;
- A source of power for teachers;
- A way to handle student disrespect;
- An area in which teachers required to use a scripted curriculum still have some autonomy.

"Grading is, depending on whom you ask or what day you ask it, all these things," say Olsen and Buchanan, "and, yet, it cannot do all this work simultaneously." They lament the lack of systematic, consistent practices in schools – and the unfortunate consequences this can produce for students.

The authors report on their work with teachers in two New York high schools implementing new grading practices. The reforms:

- Giving a clear description of what students need to do to get a specific grade;
- Including only evidence of achievement in students' grades;

- Not giving points for extra work;
- Not punishing copying or cheating with lower grades;
- Not including group scores in students' grades;
- Using a four-or-five point scale in place of 100 points;
- Not giving zeroes for missed work;
- Not giving points for homework, pretests, and classroom activities that don't show achievement;
- Not assigning grades based on comparisons with other students;
- Not using information from formative assessments or practice to determine grades;
- Including students in the grading process.

Most of these changes were new to teachers who volunteered to take part, and implementation was uneven. Olsen and Buchanan report that “productive teacher change” did occur in both schools, with teachers developing new views and practices about grading. But change “was not straightforward [and] it was recursive, partial, tentative, and contingent on school wide support.” The authors have the following recommendations for schools promoting grading reform:

- First, they believe it's important to offer teachers “some kind of mock setting or low-stakes practice with grading fixes before they implement them in classroom settings.” Otherwise inevitable glitches can have negative consequences for vulnerable students.
- Second, teachers should be given some flexibility implementing reforms. “It is better for a stick to bend than break,” say Olsen and Buchanan, noting that most of the teachers would have pulled out of the pilot if implementation had been all-or-nothing. “Incremental learning, seed-planting, and raising provocative questions seem to have worked better than imposing a rigid system on teachers to accept or reject in total,” they say.
- Third, one year of professional development and support was not enough to overcome teachers' prior beliefs and practices. Contacted a year later, some of the teachers had abandoned or scaled back many of the reform practices. Why? Student resistance, the fact that implementing the new ideas took additional teacher time, lack of support from school administrators, and teachers not being fully convinced of the need for change.
- Fourth, there must be whole-school support for changes like these to take hold. “We recommend that schools wishing to reform their grading approaches find ways to incentivize *all* teachers to participate,” say Olsen and Buchanan, “offer substantial release-time for this difficult work, and make it part of an extended commitment to whole-school improvement.”
- Finally, the authors believe grading reform must be front and center in schools, districts, and teacher training programs. This is the only way schools will “finally retire inaccurate, inequitable, antiquated paradigms of student assessment.”

“An Investigation of Teachers Encouraged to Reform Grading Practices in Secondary Schools” by Brad Olsen and Rebecca Buchanan in *American Educational Research Journal*, October 2019 (Vol. 56, #5, pp. 2004-2039), available for AERA members or for purchase at

<https://bit.ly/31XtwLM>; Olsen can be reached at bsolsen@ucsc.edu, Buchanan at rebecca.buchanan@maine.edu.

LAUSD Teaching and Learning Framework

We will revisit Standard 3: Delivery of Instruction, Element 3c1. Standards-Based Projects, Activities, and Assignments

Providing our students with the opportunity to engage with standards-based projects, activities, and assignments is a form of equity in education. According to the Standards Institute, “equity ensures that all children—regardless of circumstances—are receiving high-quality and standards-aligned instruction with access to high-quality materials and resources. As you prepare your lessons over the next few weeks, consider the following questions:

- What are the prerequisite skills that my students need to master the standards?

- What types of assignments and tasks align with the cognitive demand of the standard?
- What types of scaffolds will my students need to move toward mastery of the standard?
- How will I gradually release the responsibility of the learning onto my students?

Quote of the Week

“I think the teaching profession contributes more to the future of our society than any other single profession.”
-John Wooden

Monday 3/9	<ul style="list-style-type: none"> • Even Periods • TLT 8:30 a.m. • ELPAC Boot Camp 3:10-4:10 p.m. • School Site Council 3:30-4:30 p.m.
Tuesday 3/10	<ul style="list-style-type: none"> • Odd Periods • PD: Department 1:45 p.m. • ELAC Communications Class 1:45 pm Room 104
Wednesday 3/11	<ul style="list-style-type: none"> • Even Periods • Blood Drive- All Day • Crisis/SWPIBS Meeting 8:30 a.m. • Credit Recovery 3:15--5:15 p.m.
Thursday 3/12	<ul style="list-style-type: none"> • Odd Periods • College Gear Day- Represent your college or university! • Grade 11 SBAC Math Lesson Advisory • SSPT 9:45 a.m. • ELPAC Boot Camp 3:10 p.m.-4:10 p.m. • Credit Recovery 3:15--5:15 p.m. • Power 106 Basketball Game- 7:00 p.m.
Friday 3/13	<ul style="list-style-type: none"> • Even Periods • Lincoln Gear Day- Tiger Pride! • Grade 11 SBAC Math Lesson- Advisory • Math Department Pi Day- Library

Important Information

District Mandated Professional Development Modules

There are three District Mandated Professional Development Modules that need to be completed by Monday, April 13, 2020 on your own. To support you with completing these modules, there will be two additional faculty meetings during the month of March (March 17 and 24). Please click on the link below to access information on how to access and complete each module. **Submit proof of completion Alicia no later than April 13.** <http://bit.ly/LHSdistrictPD>

Calendar Requests

Are you looking to add an even to the school-wide calendar? Calendar request can now be made electronically. Use the link to complete the calendar request form. Request made on the paper forms will still be accepted during the transition period.
<http://bit.ly/LHSCalRequest>

Grade 11 SBAC Advisory Practice

Over the next few weeks, we will be using some of our Advisory classes for SBAC practice with our 11th grade students. **This week**

Field Trips

We have exhausted the funding for school busses for field trips for the remainder of the school year. You must secure outside funding (grants, donations) to cover the cost of the bus. Please note that LAUSD prohibits charging students a fee for attending field trips. In order to maximize instructional time for our **11th grade students**, they **will not be allowed to attend field trips** that take place during the instructional day **with the exception of a few special opportunities that have already been approved. The last day for field trips for students in grades 9, 10 and 12 is Friday, May 2, 2020.** Please see Ms. Hailey if you have any questions.

Tiger Times Updates

Do you have an announcement or update that you would like to share? Use the link below to submit your announcement for the Tiger Times. Updates for the Tiger Times must be submitted by 12:00 p.m. on Thursday to make the paper for the following week. Please see Ms. Hailey if you have any questions. <http://bit.ly/LHSTigerTimes>

Use of Personal Devices During Instruction

Please continue to remind students to put away their devices and remove their earphones during instructional time. There has been an upsurge in the use of earphones and headsets during class time. Your continued support with this matter is greatly appreciated.

Athletic Events

Date	Day	Sport	Time	Opponent	Site
3/9	Monday	Softball	2:30/4:30	North Hollywood	North Hollywood
3/11	Wednesday	Boys Golf	1:30	Garfield	Whittier Narrows
3/11	Wednesday	Baseball	2:15/4:15	Roybal	Roybal
3/12	Thursday	Boys Volleyball	2:30	Marquez	Marquez
3/13	Friday	JV Softball	2:15	Sacred Heart	Rose Hills Park

Looking Ahead

Event	Date/Time
10 Week Grades Due	Friday, March 20
Alumni Essay Contest Presentation	Friday, March 20
125 th Day of School Celebration	Wednesday, March 18
Parent Conference Night	Thursday, March 26
Minimum Day	Friday, March 27
College Fair	Friday March 27
School-Wide WASC Assembly	Friday, March 27
WASC Visit	Sunday, March 29-Wednesday, April 1

Tiger Pride!