



Second-Chance Learning: Why and How



Clean Your Room!!



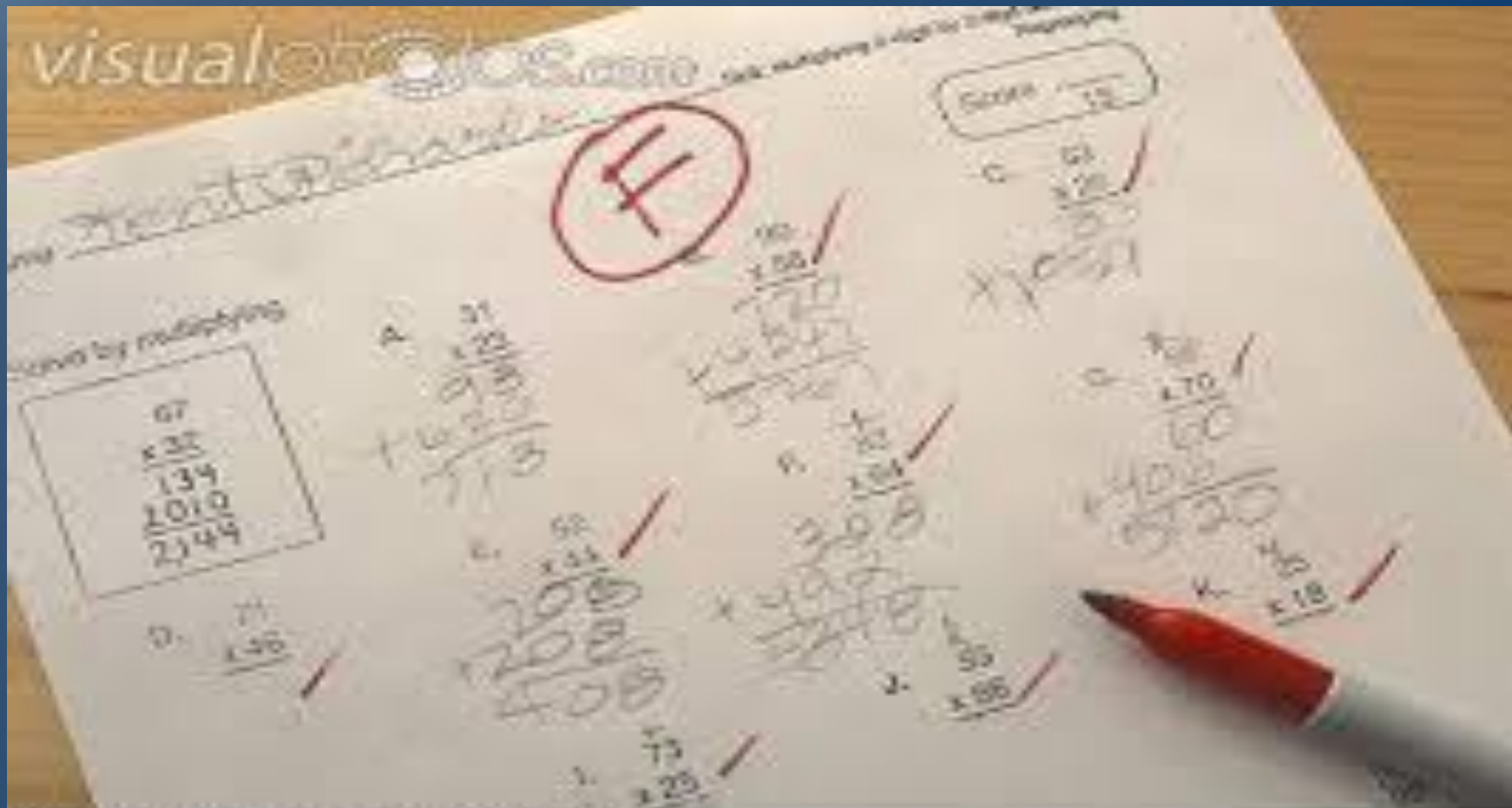
The Messy Room



- What are some things you would do to have your teenage child clean this room?
- Would this room get cleaned?

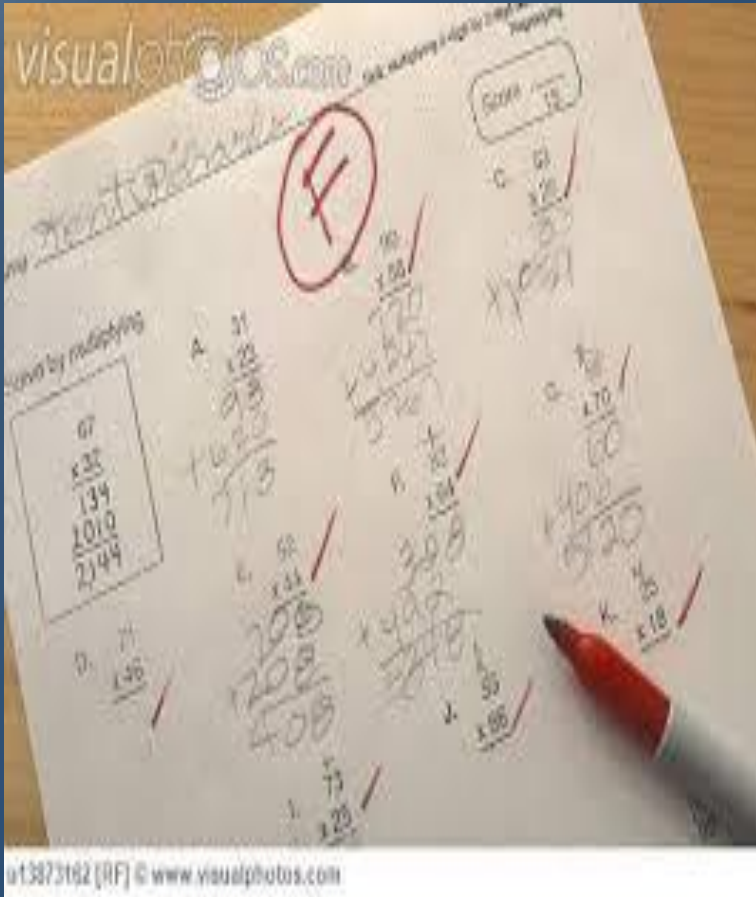


Study!!



at13873t62 [RF] © www.visualphotos.com

The Failing Grade



- What are some things you would do to have your student raise this grade?
- Would this grade get fixed?



Compare Your Approaches

Keeping the room clean



Doing well in school



Schools

“Schools are set up for kids who get it first.”

-Rick Wormeli



Real Life

“When it comes to classroom tests, we too often send the message to students that they must get it right the first time. Yet in nearly every other area of the real world, we embrace and celebrate mastery through repeated effort” (Dueck, 2014, p.95).

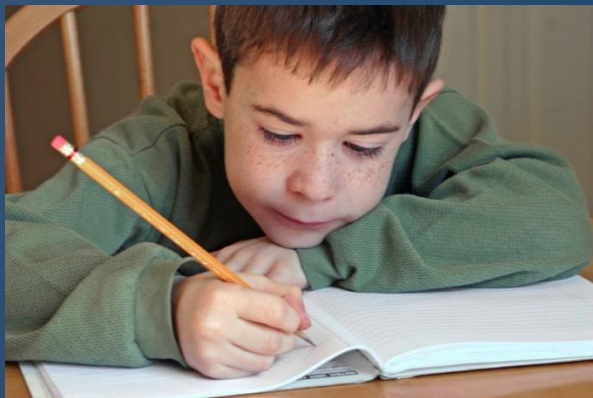


Definitions

Second-Chance Learning

Vs.

Mastery Learning





Mastery Learning



- Traditional instruction holds **time** constant and allows **achievement** to vary among students.
- Mastery learning holds **achievement** constant and allows the **time** needed to learn the content to vary.



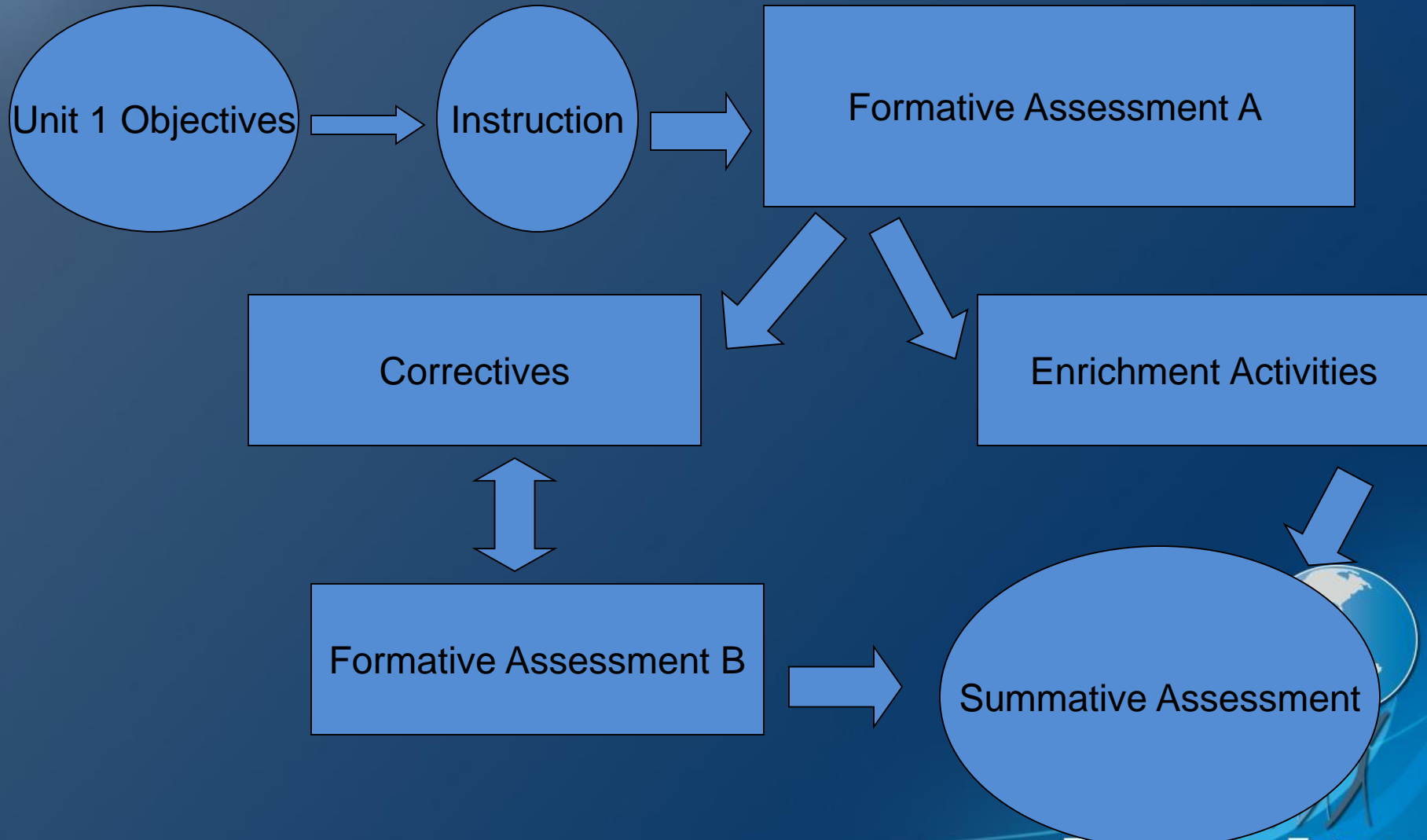
The Great Paradox of Teaching

“Little variation in teaching results in great variation in student learning. To attain better results and reduce the variation in student achievement, we must increase variation in teaching.”

-Benjamin Bloom

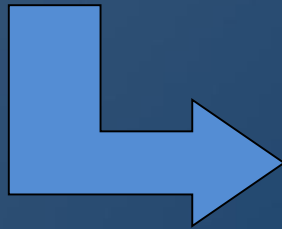


The Mastery Learning Instructional Process



Mastery Learning

Cognitive gains obtained from mastery learning are related to a combination of remediation and retesting, not retesting alone.



Second-Chance Learning



Why Second-Chance Learning?

- Increases student mastery of critical objectives
- School Improvement Index (SPI)
 - The achievement gap
 - “For too long, we have maintained a status quo that increases the achievement gap in schools, even when we know that not all students receive the same level of support” (Dueck, 2014, p. 112).
- Teacher Evaluation and Student Learning Objectives (SLO)
 - Do you have a system in place to help students master what had not been learned?



Why Second-Chance Learning?

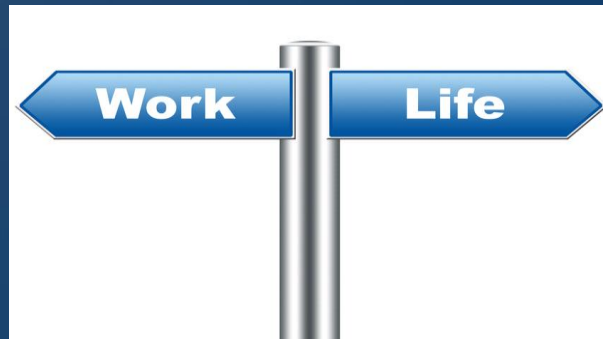
“I do second-chance learning, not second-chance earning.”

- Grades are not compensation.
- Grades are communication.
- Grades must be an accurate report of student learning.



Real Life

“Our educational system is supposed to prepare students for real life... In real life there are almost no one-chance, do-or-die scenarios, and whenever anybody has to demonstrate proficiency in any field, the timing for demonstrating that competency is chosen by the candidate rather than being an arbitrary date set in stone” (Rshaid, 2011, p. 26).



Pilot training

United States Air Force Training Manual

- b. *Minimum Academic Performance* — The minimum acceptable score on any phase exam or End-of-Course exam is 85 percent. Should a student receive less than the minimum acceptable score, the instructor will remediate the student and a second, different exam for that phase will be administered. Unsatisfactory performance will be referred to the appropriate military authority.
- c. *Minimum Demonstration/Performance Test Standard* — The minimum acceptable performance on any demonstration/performance test will be measured against the course standard and the required proficiency level for events requiring a demonstration/performance test.
- d. *Minimum Hour Requirement* — There is no minimum hour/event/sortie requirement for graduation.
- e. *Instructor Responsibilities* — Instructors are responsible for training accomplishment; however, students should monitor their own training and develop mission profiles when appropriate.

It's Not Fair!!

“Tensions arise whenever we make changes that reduce the academic disparity among students. Those who have benefitted from the more traditional, regimented forms of testing may feel that their hierarchy is threatened as less successful students gain access to academic proficiency” (Dueck, 2014, p. 112).



Failure

“The label of failure does not teach; it’s the recovery from failure that teaches.”

-Rick Wormeli



Think About It

If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:

- This assignment had no legitimate educational value.
- It's okay if you don't do this work.
- It's okay if you don't learn this content.

None of these should be acceptable to the highly accomplished, professional educator.



CCPS Regulations

- Teachers are encouraged to provide second-chance learning opportunities (including reteaching, extra practice, and the opportunity to demonstrate learning on another assessment) for all students, regardless of their achievement level.



Second-Chance Learning: How?

- Set your parameters and communicate
 - Who (achievement levels)
 - What (formative vs. summative)
 - When (timelines)
 - How (relearning first)
 - How much (what to do about the grade)



Second-Chance Learning: How?

- Require students to develop a plan of relearning and to provide evidence that they have completed some correctives (on their own time) before they are allowed a reassessment opportunity.
 - Reassessment Ticket
 - Study sessions
 - Web-based tutorials
 - Reassign homework
 - Targeted study packets
- Requirements should support learning rather than deter student access to retests.



Reassessment Ticket

FIGURE 1. Students Submit a "Ticket" to Request a Reassessment

Reassessment Ticket

Name _____ Today's date _____

Instructional Objective _____

What steps have you taken to be prepared for a reassessment?

Evidence (such as additional notes or extra problems) must be attached.

Check all that apply .

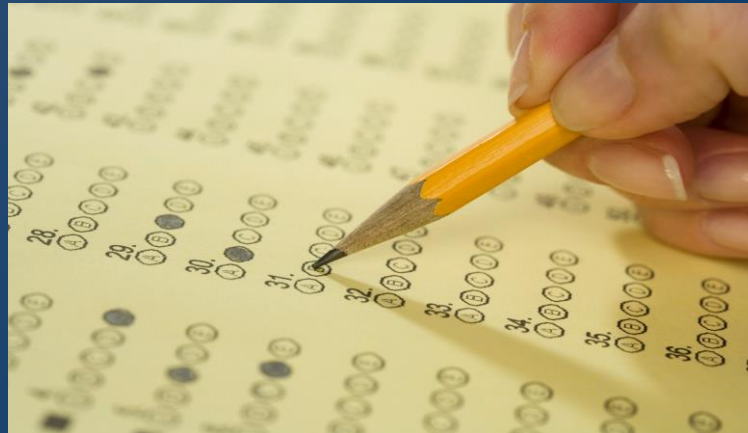
- FAST tutoring
- Additional practice problems
- Met with teacher or tutor
- Written summary (explain everything you did wrong and show that you can create/solve similar problems correctly)

Date and time I would like to reassess _____



Reorganize Your Tests

- Organize your tests according to topic rather than format (i.e., multiple choice, essay, etc.).
- Example: Spanish I Unit Exam
 - I. Classroom objects vocabulary (20 points)
 - II. Simple classroom expressions (10 points)
 - III. Present tense of the verb “ser” (10 points)



Retests

- Just on the topics they did not master
- Double-dip
 - Allow sections of your summative assessments to count as a re-quiz of a prior formative assessment
- What about the grade?



What's In A Grade?

Board Policy IKAB

“Interim and report card grades shall be as pure a measure as possible of student achievement in mastering content standards and course outcomes.”

- No compliance behaviors
- No mention of time



Outside Example

- http://www.youtube.com/watch?v=KsRRc_rQbll

