

Educator Spotlights:

Congratulations to the newest Educator of the Month, Ms. Natasha Dalton!!!



Shout out to Mr. McCoy and Ms. Wilson for an outstanding Black History Month Showcase and Trivia Game!

Upcoming Events

2/26- JV Basketball vs. Abraham Lincoln

2/27- Progress Reports Distributed

2/28- JV Basketball vs. Paul Robeson

3/2- KAVI

3/7- Dental Truck @ Eagle

3/8- HS B Schedule; Eagle PD

Hot Topics in Education

Excerpt from *A Teacher Shifts to Standards- Based Grading*

In this article in Educational Leadership, teacher/author Catlin Tucker says that a few years ago, she realized that her approach to grading had students caring more about points than learning. As she logged more than 100 items into her online grade book each semester (including completing work and bringing materials), she noticed that some students who got As weren't proficient while others with Cs really knew their stuff. "This was a problem," says Tucker, and she shifted to standards-based grading. Some insights:

- **Students need different amounts of practice for mastery.**

Too often students in the same class are given the same assignments. Most assignments are designed to help students practice and hone specific skills. Some students require a lot of practice and others do not. It's not surprising that a one-size-fits-all approach to learning creates frustration and kills motivation. Students who don't need a lot of practice become discouraged when they are assigned tasks that feel repetitive or unnecessary, while other students may not get the feedback and practice they need. "Practice should be customized with the goal of supporting individual students in their journeys toward mastery," says Tucker. Her students log into Khan Academy, Vocabulary.com, and NoRedInk and get the right amount of practice.

- **Averaging grades doesn't capture improvement and mastery.**

Too often grades are an average score of work spanning an entire grading period. If a student dramatically improves his or her skills, that may not be reflected in the final grade. However, when only the most recent assessment scores appear in the grade book, grades are an accurate reflection of a student's current skills.

This is a powerful incentive for them to do their best work on each assessment. That's why Tucker's grades now reflect a student's current achievement. "As a result of this grading model," she says, "I see myself more as a coach... Students are more likely to seek help and support as they work on developing specific skills."

- **Compliance isn't enough.**

Some students who had done well under the old system were shocked to receive Bs; even though they were checking all the boxes, they weren't demonstrating mastery. This led to a healthy shift, says Tucker, because they realized that it was the assessments that counted – and they had the opportunity to improve their work. When students are unhappy with their initial semester grade, Tucker allows them three minutes in a "grade interview" to make the case for a higher grade. They must present three pieces of evidence from their body of work that support their claim. "I enjoy these conversations," she says, "because they encourage students to articulate their growth as learners and highlight the work they've done to develop specific skills... I'm no longer using points as the carrot to get students to do work." As a result, grades become a conversation instead of something that happens to them. They are responsible for their learning and progress. Now learning is the reward.

"Rethinking Grading" by Catlin Tucker in *Educational Leadership*, February 2018 (Vol. 75, 35, p. 84-85),
<http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Rethinking-Grading.aspx>

Scholar Spotlights

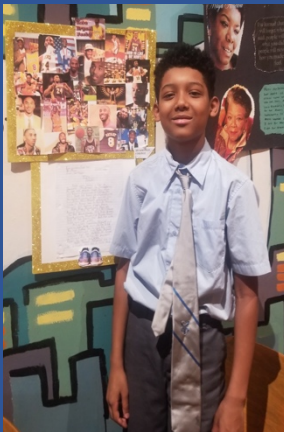
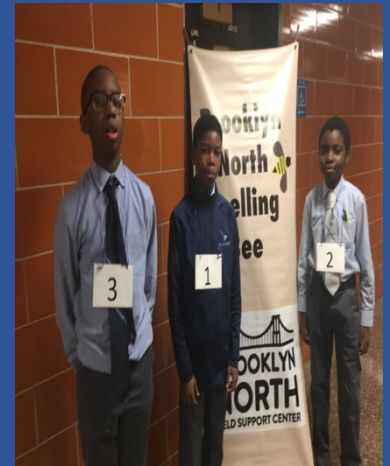
WE MADE IT!!!! For the first time, Eagle Academy will be participating in the NYC Citywide Spelling Bee Competition. This competition is sponsored by the Daily News. Our next step is making it to the Nationals in June 2018.

Please congratulate the following scholars who competed in the Brooklyn North semifinals:

6th grade- Jeremiah Fortune and Jaheem Glasgow

Aidan Peterson (7th grade) will be competing in the city wide competition on March 21st at Food And Finance High School, 525 W 50th St, New York, NY 10019 at 10am!

Contact Ms. Thomas for further information.



On February 15th, Mr. McCoy and Ms. Wilson hosted the first annual Black History Month Showcase and Trivia Competition. Scholars from the 6th and 7th grades showcased their Black Studies projects before competing in a Black History Trivia Game. 6th and 7th grade DuBois won the competition!

