

Grading for Equity Pleasanton Unified School District

CONTEXT / BACKGROUND

Pleasanton Unified School District (PUSD) seeks to improve the accuracy, bias-resistance, and motivation of its teachers' grading practices as a key lever for instructional improvement and to increase opportunities for success for all students, particularly those historically underserved. They seek to begin a districtwide shift by introducing faculty to the concepts of equitable grading, followed by piloting more equitable practices with a cohort of teachers.

[Note: Based on the complexity of grading and assessment reform, this proposal assumes that 2021-22 could be the first year of a multi-year partnership to support teachers with equitable grading and assessment. However, PUSD and Crescendo Education Group are entering only into a 1-year partnership, extended upon mutual agreement.]

OUTCOMES (2-3 YEAR PLAN)

For teachers:

1. Teachers use grading and assessment practices that are more accurate, bias-resistant, motivational, and understandable to students, caregivers, and school staff, and that reflect and measure proficiency on course standards
2. Teachers have qualitative and quantitative evidence, both individually and collectively, of the value of more equitable grading and assessment practices in the context of their own classrooms
3. Teachers have stronger collaborative relationships and experience a greater sense of efficacy with influencing student performance

For students:

1. Students can more accurately describe expectations for their academic outcomes, and their own place relative to those outcomes
2. Students have a greater sense of agency and efficacy about their academic performance
3. Students have a stronger sense of belief in their own success and of trust in their teachers

For the district as a system:

1. Classrooms become less stressful learning environments with less focus on points and competition for grades
2. Teacher-endorsed and coherent grading and assessment policies within departments, schools, and the district
3. Improved conversations with students and caregivers about student expectations for course standards mastery

SCOPE OF WORK

NOTE: This Scope of Work assumes a maximum of 30 teachers in the cohort. If this number does not reasonably reflect the actual number of teachers in the cohort, this contract will be amended and/or invoices will be adjusted—subject to mutual agreement by both Client and Crescendo Education Group, LLC.

| Element | Content | When | CEG Personnel |
|--|---|--|----------------|
| Pre-PD Assessment | <ul style="list-style-type: none"> ○ Create survey for Teacher Participants in Cohort during kick-off ○ Capture responses to assess changes pre- vs post-PD | Sept 14, 2021 | Joe, Associate |
| Grading for Equity Kickoff (2 days) | <ul style="list-style-type: none"> ○ Surface assumptions, beliefs, experiences about assessments and grading ○ Review history, function, and impact of traditional grading ○ Introduce research and grading practices that are more accurate, bias-resistant, and motivational ○ Train and facilitate teacher-developed action research | Sept 14-15, 2021 Each day: 8:30-3:00 | Joe, Associate |
| Engagement Session | <ul style="list-style-type: none"> ○ Provide overview of the urgency and importance of improving grading practices to be more equitable, and of the design and potential outcomes of this professional development ○ Build engagement and awareness of Teacher Cohort PD in 2021-22 | Nov 1, 2021 9:00-11:00 | Joe, Associate |
| Professional Development Workshops (3) | <ul style="list-style-type: none"> ○ Share action research results and identify next design ○ Provide deeper understanding and capacity to implement more equitable grading / assessment ○ Build body of evidence demonstrating impact and best practices for improved grading / assessment | Nov 4, 2021 Jan 11, 2022 Mar 10, 2022 Each workshop: 3:30-5:30 | Associate |
| Remote Coaching of Teachers (3 sessions per teacher) | <ul style="list-style-type: none"> ○ 30-min session for each teacher cohort participant with similar-discipline teacher experienced in equitable grading practices ○ Occurs during each action research cycle period ○ Provide differentiated, individualized support to ensure progress toward implementing improved grading practices | Oct 4-8, 2021 Dec 6-10, 2021 Feb 15-18, 2022 | Coaches |
| Presentation of Results | <ul style="list-style-type: none"> ○ Facilitate presentation to district's entire faculty sharing cohort's experiences with equitable grading implementation ○ Provide introductory "refresher" about equitable grading ○ Support teacher representatives of cohort with their sharing of results | Mar 11, 2022 8:30-10:00 | Joe, Associate |
| Presentation to Caregivers | <ul style="list-style-type: none"> ○ Explanation of school's work and how it impacts students ○ Introduction to research base | Q3 or Q4 | Joe |
| Student Interviews | <ul style="list-style-type: none"> ○ Gather student voices and experiences from schools ○ Share results with participants in workshops | Nov 4, 2021 10:30-2:30 | Associate |
| Data Collection & Reporting | <ul style="list-style-type: none"> ○ Review grading data of teacher participants to identify trends, patterns, and comparisons to previous year ○ Summary of progress, challenges, and outcomes to school leadership | July 2022 | Joe, Associate |

DATA SHARING

In addition to collecting qualitative data of teachers' experiences throughout this professional development, it is critically important to determine its impact on students, specifically comparing teachers' assigned grades over time. For that reason, Crescendo Education Group will work closely with the school to collect teachers' grade data. The attached **Data Sharing Request** describes the data needed, the process and timeline for receiving it, and our compliance with FERPA.

PERSONNEL:

The Crescendo Education Group team, including Joe Feldman, CEO, and Senior Associates, will support all elements of the above scope and will work closely with Client to ensure effective implementation.

PROJECT COST:

Total project cost is \$78,000, based on an estimate of the work required for successful planning and implementation of the above scope. This includes all materials for each of the cohort participants, including a copy of Grading for Equity, all travel expenses, and correspondence with Client.

Payment Schedule

Payment is to be made to Crescendo Education Group, LLC according to the following schedule (invoices will be sent during these months):

- 50% of work (August 2021: \$39,000)
- 50% of work (January 2022: \$39,000)

If either party wishes to terminate this Agreement, each will work in good faith to determine an appropriate solution, which may include a portion of fulfilled payments or refund of already-fulfilled payments. Signed parties agree to the terms and conditions of this contract. Any material adjustment to the terms of this contract is to be made in writing and agreed upon by both parties.

We look forward to supporting PUSD's critically important work of supporting teachers to implement more equitable grading and assessment practices.



Joe Feldman, CEO
Crescendo Education Group, LLC

6.4.21

Date

Dr. Janelle Woodward, Assistant Superintendent, Teaching & Learning
Pleasanton Unified School District

Date