

**Professional Development Report, 2013**  
**Association of Teacher Educators National Conference**  
**February 15-19, 2013**

**Kevin C. Costley, Ph.D.**  
**David Bell, Ed.D.**  
**Timothy Leggett, Ed.D.**

Scholarly Presentation: Ten Ways to Fight Grade Inflation

**Description of Presentation:** The presenters discussed the fact that grade inflation has gone on in public schools and university for 50 years or more. The subject needs to be firmly and clearly address at both levels. Grade inflation is a runaway train. Teachers need to address it and guard against the practice. Assessment is for obtaining learner outcomes. Students should get the grades they earn. Attendees joined in the discussion at this conference as the presenters gave a handout on ten ways to fight/stop grade inflation.

**Future Dissemination of Presentation Content:** The main write submitted an article to a refereed state publication and is awaiting publication. Also, dissemination of this presentation/article is being presented two one or two College of Education graduate classes.

The handout content is as follows:

- 1) Stop giving students extra credit.
- 2) Stop dropping the lowest test score in the course.
- 3) Stop giving bonus points at the end of exams.
- 4) Stop curving test scores to raise students' grades.
- 5) Stop raising the student's final grade due to the student's positive attitude/disposition and behavior.
- 6) Stop allowing students to re-submit assignments with the main purpose of making a higher grade.
- 7) Stop giving students an assignment where there is a lack of rigor (where all students can make the top score).
- 8) Stop raising grades for excellent attendance.

9) Stop giving higher final grades to students who have many personal crises, emergencies, family problems, personal baggage, and work/family obligations.

10) Stop allowing students to negotiate their final grades.

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Scholarly Presentation: A Plan to Raise Scores in Schools of Poverty

**Description of Presentation:** The presenters discussed the great need for additional help in early childhood classrooms where poverty prevails. The regular classroom teacher cannot do it all. Additional reinforcers which will take more state funding are necessary to insure learner outcomes, thus resulting in high test scores. Ten ways were presented to the attendees of this conference. A handout was provided. The attendees concluded that these ways could be very effective; however, more funding must occur to make some of these way work in reality.

**Future Dissemination of Presentation Content:** The main write submitted an article to a refereed state publication. It is hoped that the article will be published. He will continue submitting until the article is published. Also, dissemination of this presentation/article is being presented two one or two College of Education graduate classes.

The handout content is as follows:

Other than **smaller class sizes**, listed are ten ways to get impoverished children's test scores up.

- 1) More Teachers in the Classroom (Collaborative Teaching) – Two Teachers teaching reading during the morning hours
- 2) Whole Group Extended Phonics Lessons (At-Risk Children need more phonics instruction)
- 3) More Early Literacy Teachers in the afternoons – pull-out programs of lowest readers
- 4) Math Intervention Teachers – pullout small group programs for weak students
- 5) Closer coordination with Special Education Teachers with those students with IEP's
- 6) More Professional Development on Inclusion and implementation of successful Inclusion Programs
- 7) Departmentalization in the Afternoons – Science and Social Studies (often neglected subjects)
- 8) Implementation of Cross-Age Tutoring – Older student scaffolds younger student
- 9) Parent Education Program including After School Math and Reading Tutors (Parents and Community Volunteers)
- 10) Technology – Teachers who have technology must have appropriate training in how to use it (Hands-On Workshops)