



BESSEMER CITY
SCHOOLS
Teaching Effectively, Leading Successfully

Empowering Middle School Students Through Student Led Data Conferences



Presentation Overview

Bessemer City Middle School developed a plan to assist students in navigating the process for implementing a student-led data conference with stakeholders.

Building Leadership Skills

Print These Pages

Helping Students Make Wiser Choices



Be a Real Winner

Key Ideas: Good sportsmanship on and off the field/Doing one's best in unfair circumstances

Character Traits: Responsible/Respectful

Level: Secondary

Good morning, name of school. This is name of narrator with a few words of wisdom.

Real winners show good sportsmanship. Armando Galarraga (GAL-a-RAGA) is a great example. He was a Detroit Tigers' pitcher. He threw a perfect baseball game but was initially denied that recognition because of an umpire's bad call. Armando accepted the call with respect and dignity. The umpire later acknowledged his mistake and apologized. Armando Galarraga eventually received the recognition he deserved and was awarded the perfect game.

We can all learn a lesson from the good sportsmanship of both men.

Consider this wise advice:

When circumstances are unfair, you can show good character by continuing to do the best you can do.*

We don't have to be athletes to show good sportsmanship. Whether we're competing in the science fair or playing a game with our friend, we can play fairly and show respect. And if we lose, even unfairly, we can still win by showing strong character and knowing that we've done our best.

With something to think about, this is _____. Make it a great day . . . or not. The choice is yours.

*Donna Forrest

www.projectwisdom.com

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With Project Wisdom



Teacher Copy

Be a Real Winner

- Key Ideas:** Good sportsmanship on and off the field/Doing one's best in unfair circumstances
- Character Traits:** Responsible/Respectful
- Concept:** Students will consider the actions of an athlete who demonstrated good sportsmanship during a difficult situation and explore ways to learn from his example.
- Materials:** Suggested activities for art classes may require materials for creating a drawing, painting, or poster.
- Directions:** Read or ask a student to read aloud the Project Wisdom message that accompanies this lesson plan. Distribute and have the students complete the worksheet. Ask for volunteers to share responses to the following questions.

Discussion Generators

For the Message and/or Worksheet

1. What do you think about Armando Galarraga's reaction to being denied a "perfect game" (a no-hitter) because of an umpire's bad call? Did his reaction surprise you? Why or why not. How do you think that you would react in that situation?
2. You can choose to show good character by doing your best even when you are treated unfairly. How can choosing to react in a calm and dignified way help when you are treated unfairly? What would happen if you lost your temper and responded with anger?
3. If you feel that you are being treated unfairly, is it important to discuss the situation with a trusted adult? Why or why not?
4. What is good sportsmanship? Can you show good sportsmanship even if you aren't an athlete? Why or why not? Name some other competitions that require good sportsmanship (e.g., science fair, debate team, band contest, etc.)?
5. How can you take the lessons that you learn about good sportsmanship in school into the rest of your life? Give examples. Why is it important to be a good sport in the game of life? Explain.

For the Worksheet

1. What actions show that you are a gracious winner? What actions show that you are a gracious loser? Give examples.
2. The umpire apologized to Galarraga after seeing on a replay that he had made the wrong call. What can you learn from his example? How can you use the umpire's lesson in your own life?
3. Do you believe that setting a good example can have a greater impact than winning a game or title? Why or why not?
4. Do you believe that Knute Rockne's quote is true? Explain the relationship between sportsmanship and the Golden Rule. Give examples.

Closing Comments – Armando Galarraga showed strong character after an umpire's bad call. He showed what it means to have dignity and respect even when life is unfair. We don't have to be athletes to show good sportsmanship. Whether we're competing in the science fair or playing a video game, we can play fairly and show respect for our competitors. And if we lose, even unfairly, we can still win by showing strong character and knowing we've done our best.



Student Copy

Be a Real Winner

GLOSSARY

corollary

something that is a natural result of something else

exemplifies

serves as an example of something

gracious

showing kindness and courtesy

regardless

not being concerned by the possible outcome of an action

If we follow the example of good sportsmanship shown by pitcher Armando Galarraga, we can set a good example of strong character for others around us. We can show that by doing our best, even in an unfair situation, we can be real winners **regardless** of the outcome of the game or contest.

1. The Merriam-Webster Student Dictionary defines sportsmanship as "fair play, respect for opponents, and gracious behavior in winning or losing." What actions show that you are a gracious winner? What actions show that you are a gracious loser?

over

2. Armando Galarraga wasn't the only man showing good sportsmanship after the game. The umpire apologized to Galarraga after seeing on a replay that he had made the wrong call. What can you learn from the umpire's example? How can you use his lesson in your own life? Give examples.

over

3. Do you believe that setting a good example can have a greater impact than winning a game or title? Why or why not?

over

4. College football coach, Knute Rockne, once said that

...*Sportsmanship is simply a corollary of the Golden Rule.*

Explain the different ways that good sportsmanship, on or off the field, **exemplifies** the Golden Rule.

over



Teacher Copy

Be a Real Winner

Follow-up Activities

Art

- Can the rules of sportsmanship be applied to artists receiving praise and criticism for their work? Why or why not? Discuss.
- Ask your students to choose a characteristic of good sportsmanship (e.g., respect, tolerance, pride, teamwork, etc.) and to make an illustrated word drawing that depicts that characteristic. Afterward, view the works and discuss how and why these characteristics are essential to good sportsmanship. Do they also apply to critique? Why or why not?

Social Studies

- As a class, compare and contrast the characteristics of good sportsmanship and good citizenship. How are they alike? How are they different? Can you have one without the other? Why or why not? Discuss.
- Do you think that a culture is reflected in the sportsmanship shown on the playing field? Why or why not? Should coaches and athletes be responsible for maintaining traditional values regarding sportsmanship or should they allow the culture to dictate how the players behave on the field? Discuss.
- Research a time when a historical figure demonstrated good sportsmanship. What was the effect of this person's actions?

Language Arts

- Ask your students to write a position paper on sportsmanship around the question, "Should coaches and athletes be responsible for maintaining traditional values regarding sportsmanship or should they allow the culture to dictate how the players behave on the field?" Ask them to take a position and defend it. Afterward, ask for volunteers on either side of the issue to read aloud and discuss.
- Compare and contrast good sportsmanship with good journalism. Discuss.

Math

- Ask your students to identify the basic factors of sportsmanship. How would they be combined to make an equation for good sportsmanship? Ask your students to attempt to write the equation. Ask for volunteers to share their solutions and discuss.
- Ask your students to write and conduct an in-class survey to determine the importance of good sportsmanship to the students. Afterward, compile the data and organize it into a graphic. Discuss the results.

Science

- Compare and contrast the principles and behaviors that make for good sportsmanship with those that make for good science. Where do they coincide? Where do they diverge? Why? Discuss.




- Scientists are often subject to peer review of their work. Is it necessary for scientists to exhibit good sportsmanship during this process? Why or why not? Discuss.

Computer Science

- How do the rules of good sportsmanship apply to online gaming? Discuss.
- Ask your students to use your graphics program to design a poster or webpage promoting good sportsmanship. Afterward, choose one to display around your campus or post on your website.
- How is it possible to demonstrate good sportsmanship while on the Internet? Is it important to be a good sport in cyberspace? Discuss.

APPENDIX C. SAMPLE INDIVIDUAL STUDENT REPORT

Individual Student Report (Page 1)



**Student Report for
SAMPLE C STUDENT**

Grade 4

**English Language Arts (ELA),
Math, and Science**

Student Number: 1234567890
Date of Birth: 03/04/2007
Grade: 4

System: 012 SAMPLE DISTRICT
School: 0123 SAMPLE SCHOOL
Test Date: Spring 2022

About the Alabama Comprehensive Assessment Program (ACAP) Summative

The ACAP Summative is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The ACAP Summative measures the Alabama Course of Study Standards.

What is the purpose of this report?

This report includes information about student performance on the ACAP Summative in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.

PERFORMANCE LEVEL DESCRIPTORS

Level 1	Level 2	Level 3	Level 4
The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

STUDENT RESULTS

Content Area	Performance Level				Scale Score	Student Percentile	Growth Score	Growth Category
	Level 1	Level 2	Level 3	Level 4				
English Language Arts			✓		595	75	45	Category 3
Math				✓	695	85	65	Category 4
Science		✓			410	50	NA	NA

What is a Scale Score?
A student's scale score is a transformed version of the raw score. It provides comparable meaning across test administrations for the same grade and content area.

What is a Student Percentile?
Student percentiles are norm-referenced scores that are computed for each student based on the student's scale score. The student percentiles, ranging from 1 to 99, compare the student's achievement with that of a larger reference group: the state. The information shows a student's relative standing in the state test population for a given test. For example, a student with a percentile of 65 on ELA grade 5 in the 2022 spring administration indicates that the student performed better than approximately 65% of Alabama students on that test.

What is a Growth Score?
Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth scores are only provided for those students who received valid scores on the prior state assessment in a content area and have a valid score on this year's test. Growth scores are percentiles that range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth.

Growth Scale

Category 1	1–20	Category 3	41–60
Category 2	21–40	Category 4	61–99

Page 1 | ACAP Summative
240621-000005-11122

Stakeholder Communication



Bessemer City Middle School
100 High School Drive
Bessemer, Alabama 35020



Lisa Heard, Principal
(205) 432-3600

Dominique Moore, Assistant Principal

Sarah Person, Assistant Principal

October 10, 2023

Dear Bessemer City Middle School Purple Tigers,

It is time for our students to demonstrate ownership of their data. Student-led conferences will be held Monday, October 16, 2023 during the students' physical education classes in the gymnasium. We welcome you to listen to your students' presentations during the times listed below. The presentations are due October 13, 2023. All students must present their data. Please look at the names of the teachers below to determine the times that you can hear your students' presentations. If you need a different time, please contact your child's teachers or me at lheard@bessk12.org. Presentations should last no longer than 10 minutes each.

Sixth Grade students with the following teachers have PE at the times listed below.

Teachers	Times
Carmichael, Herrell, Malone, & Poole	8:45-9:35
Cureton, Kirk-May, Lewis, & Rembert	9:45-10:35

All seventh graders have PE at the times listed below.

Teachers	Times
Cunningham, Gill, Heath, Hudgins, Johnson-Hicks, & Pugh	10:40-11:30
Watson & Winn	10:40-11:30

Eighth grade students with the following teachers have PE at the times listed below.

Teachers	Times
Cox, Price, Richardson, & Smith	1:15-2:00
Bell, Griggs, Griglen, & Robinson	2:05-2:50

Please inform us if you need a different time to listen to your student present.

Yours very truly,

A handwritten signature in black ink that reads "Lisa M. Heard".

Lisa M. Heard

Stakeholder Confidentially Agreement



BESSEMER CITY MIDDLE SCHOOL Confidentiality Agreement for Conducting Classroom Visits/Observations School

Program/Classroom: _____

Student: _____

Grade: _____

Date of Observation(s): ___/___/___ Time: _____ AM PM

Name of Person Conducting the

Name of Person Conducting the Observation*:

As a visitor, volunteer, observer from an outside agency, or a parent/guardian of a BCMS student, I agree to maintain the confidentiality of students and staff in the observation setting and agree that I will:

1. Provide 24 hours advance notice prior to the visit/observation;
2. Not video record, audio record, photograph, live stream, or in any other way transmit any part of my experience while participating in this observation (including no posting on any social media platform);
3. Avoid access to confidential or personally identifiable information related to the student(s) whom I am observing, even if I have a working relationship with families of other students in the observation setting unless that information pertains to my child or the child of my client (refrain from sharing any information directly related to the students and staff with whom I come in contact during the visit/observation);
4. Recognize that, for the purpose of this agreement, this observation consists of any and all time spent at the BCMS facility for this particular observation;
5. Stay only for the agreed-upon length of time and remain in the agreed-upon classroom or other building location for a reasonable time (not to exceed 60 minutes);
6. Avoid engaging students without the express permission from the classroom teacher or the school-based administrator;
7. Minimize disruptions to the learning environments, only the agreed-upon attendees are permitted during an observation/visitation and volunteer opportunity; and
8. Address issues, concerns, or questions that arise during this observation with a school-based administrator. I understand that if I do not honor this agreement, the observation will be stopped and rescheduled for a different date and time, and/or I may not be permitted to observe in the future.

Printed name of Observer: _____

Date: _____

Signature of Observer:

Administrator's Signature:

* Parents/Guardians –If you plan to bring an educational advocate, attorney, or some other person with you to the observation, please alert school administration prior to the observation date. Each person conducting the observation will be asked to sign this form.

* Advocates, Attorneys, or Others – if you are observing a student in the role of an educational advocate, an attorney, or some other person who is not the parent of the student, the parent must have first signed a release of information/records which must be on file in the student's educational record before you will be permitted to observe.

**Student
Photo**



Bessemer City Middle School
Winter 2023-2024 Student Led Conferences

STUDENT'S NAME

Grade

Homeroom

Introduction

What is this presentation about?

Use this slide to explain the purpose of this presentation. Explain why it is important for you as a student to understand your data. Explain what you hope your audience will learn about you during this presentation.

Example: I hope my parents will learn about my test scores, attendance, discipline, and goals for this year. I plan on making the honor roll and receiving behavioral commendations during the school year.

MY DATA

ACAP DATA

- Provide your ACAP reading scale score and color band here in this section.
- Provide your ACAP math scale score and color band here in this section.

Star DATA

- Provide your fall reading and math scale scores and color bands here.
- Provide your winter reading and math scale scores and color bands here.
- Make a statement about your performance on the assessment. Did you improve?

DISCIPLINE & ATTENDANCE

DISCIPLINE

- How has your discipline been this nine weeks?
- How many referrals if any have you had?
- Did your referrals increase or decrease from the first to the second nine weeks?
- Have you had any issues in any of your classes? Explain in detail.
- What is something that you need to work on concerning your behavior in your classes?

****Please remember behavior includes motivation, turning in work on time etc.**

ATTENDANCE

- How many absences have you had this nine weeks?
- Did your attendance improve from the first nine weeks to the second nine weeks?
- What are factors that have contributed to you being absent?
- If you have had excessive absences, what is something that you can change so that you cannot miss any days of schools?

ENGLISH CLASS

OVERALL GRADE

What is your overall grade in English Class for this nine weeks?

What was your overall grade in English Class for the first nine weeks?

Did your English grade increase or decrease?

REFLECTION

- **What do you think has contributed to this grade?**
- **What has been something hard about this class?**
- **What is something in this class that you need to work on?**
- **How can you improve your grade for this class?**

MATH CLASS

OVERALL GRADE

What is your overall grade in Math Class for this nine weeks?

What was your overall grade in Math Class for the first nine weeks?

Did your math grade increase or decrease?

REFLECTION

- **What do you think has contributed to this grade?**
- **What has been something hard about this class?**
- **What is something in this class that you need to work on?**
- **How can you improve your grade for this class?**

SCIENCE CLASS

OVERALL GRADE

What is your overall grade in Science Class for this nine weeks?

What was your overall grade in Science Class for the first nine weeks?

Did your Science grade increase or decrease?

REFLECTION

- **What do you think has contributed to this grade?**
- **What has been something hard about this class?**
- **What is something in this class that you need to work on?**
- **How can you improve your grade for this class?**

HISTORY CLASS

OVERALL GRADE

What is your overall grade in History Class for this nine weeks?

What was your overall grade in History Class for the first nine weeks?

Did your History grade increase or decrease?

REFLECTION

- **What do you think has contributed to this grade?**
- **What has been something hard about this class?**
- **What is something in this class that you need to work on?**
- **How can you improve your grade for this class?**

ELECTIVE CLASSES

OVERALL GRADE

What is your overall grade in your Elective Classes for the first and second nine weeks? (Physical Education, CTE., Band, Choir, French, etc.)

PE

CTE

Band

Choir

French

REFLECTION

- What do you think has contributed to this grade?
- What has been something hard about this class?
- What is something in this class that you need to work on?
- How can you improve your grade for this class?

GOALS FOR ACADEMIC YEAR 2023-2024

ACADEMIC GOAL

Write one academic goal for the next nine weeks.

ATTENDANCE GOAL

Write one attendance goal for the next nine weeks

DISCIPLINE GOAL

Write discipline goal for the next nine weeks.

Personal Goal: Write one personal goal for the next nine weeks.

Did you meet your goals? Why or why not?

Optic from the fall semester

