**Dialogic Conference Cycles (DCC)**  
An Alternative Grading System  
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### Intended Target Population

The DCC is a grading system that works with any undergraduate or graduate population. I have taught courses in COEHD at all levels and have used this system with all populations successfully.

### The Means mean more than the End:

Research and experience show that grades tend to be a distraction when it comes to authentic learning and understanding. As a discipline—those of us in teacher education—we seek to create a spirit of collaboration and reflection in communities of practice, this course will do just that in utilizing the conference cycles outlined here.

### The Process

In lieu of giving individual grades for each assignment as they are submitted and basing them on an arbitrary point system, our focus is more on providing substantial feedback and comments on most of the work submitted this semester through peer collaboration and review, as well as in coaching meetings with the professor. All students will participate in two required conferences—midterm and final. The conferences will be between 45 – 60 minutes each to provide a solid amount of time for truly authentic assessment that will focus on learning rather than solely a product. All coursework that was scheduled and submitted prior to each conference will be reviewed and discussed and an action plan for revisions and grades on assignments will be recorded. Assignments will be recorded as either complete (meaning all expectations are met and submitted) or incomplete (expectations are not met so the work is pending revision and/or (re)submission).

### Student Expectations

Each student must hold themselves and their peers accountable, take ownership of their learning and their work: do the work that is required of them, attend and participate thoroughly during class time, ask significant questions of everyone around you, and know what assignments have been submitted and requirements. Be tenacious, you have your ‘A’ already, you must show me that you deserve and want it.

### Professor’s Covenant

As a teacher educator one can expect that, my courses are designed to be rigorous and focused on giving my students the training and content they need to uphold this sacred covenant with their students. As the professor, I have the responsibility to be prepared for every class, to answer any questions, to consider your feedback, to provide helpful and honest suggestions on your work, and to make myself available for questions and concerns outside of class.