

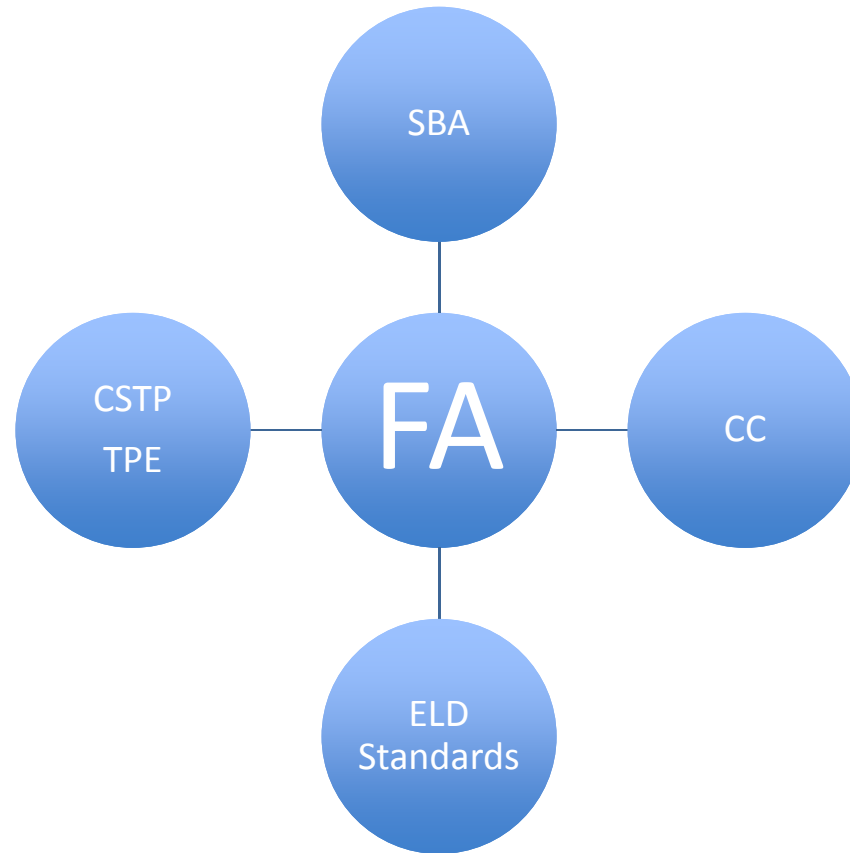


# Building Formative Assessment Capacity in Preservice Teachers

Possibilities for teacher education in  
the 21<sup>st</sup> Century

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# Becoming a formative assessor: From policy to practice



# SJSU's leverage points

- One of California's largest, most diverse public teacher education programs that:
  - Supports single subject credential candidates
  - Focus on Formative Assessment (ED182)
  - Embedded in Phase I and Phase II clinical practice
  - Aimed at Tier I licensure (PACT)
- Focus on pre-service teachers in 8 subject areas:
  - Math
  - ELA
  - Music
  - Art
  - Foreign Language
  - Science
  - Physical Education

# The time is now: The Common Core framework

- “Four strands—Reading, Writing, **Speaking and Listening**—make up a set of College and Career Readiness (CCR) Anchor standards that broadly describe what students should know and be able to do, from kindergarten to 12<sup>th</sup> grade”
- “Students are expected to use **effective communication** in a variety of settings, including one-on-one, small-group, and whole-class discussions”
- Common Core places special emphasis on “**general academic**” (Tier 2) and “**domain specific**” (Tier 3) words and phrases
- The Language Strand (excerpt):
  - “Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, **speaking and listening** at the college and career readiness level.”

# Four myths

- *Talk is cheap* (We have more important things to do in classrooms!)
- *One is born a great teacher and facilitator*
- *Leading rich discussions is for Socrates only*
- *Kid talk is not worth listening to* (We have a lesson to teach and material to cover!)

FA 1.0:  
Identifying  
differences

# Our research shows

## Novice

Poses closed ended questions

Calls on first hand in the air

Looks to “eager beavers”

Ignores and/or fails to uncover  
student thinking

## Expert

Frames open ended,  
probative questions

Allows sufficient wait time

Systematically uses response  
routines to increase participation

Anticipates student thinking patterns  
and welcomes unexpected ones

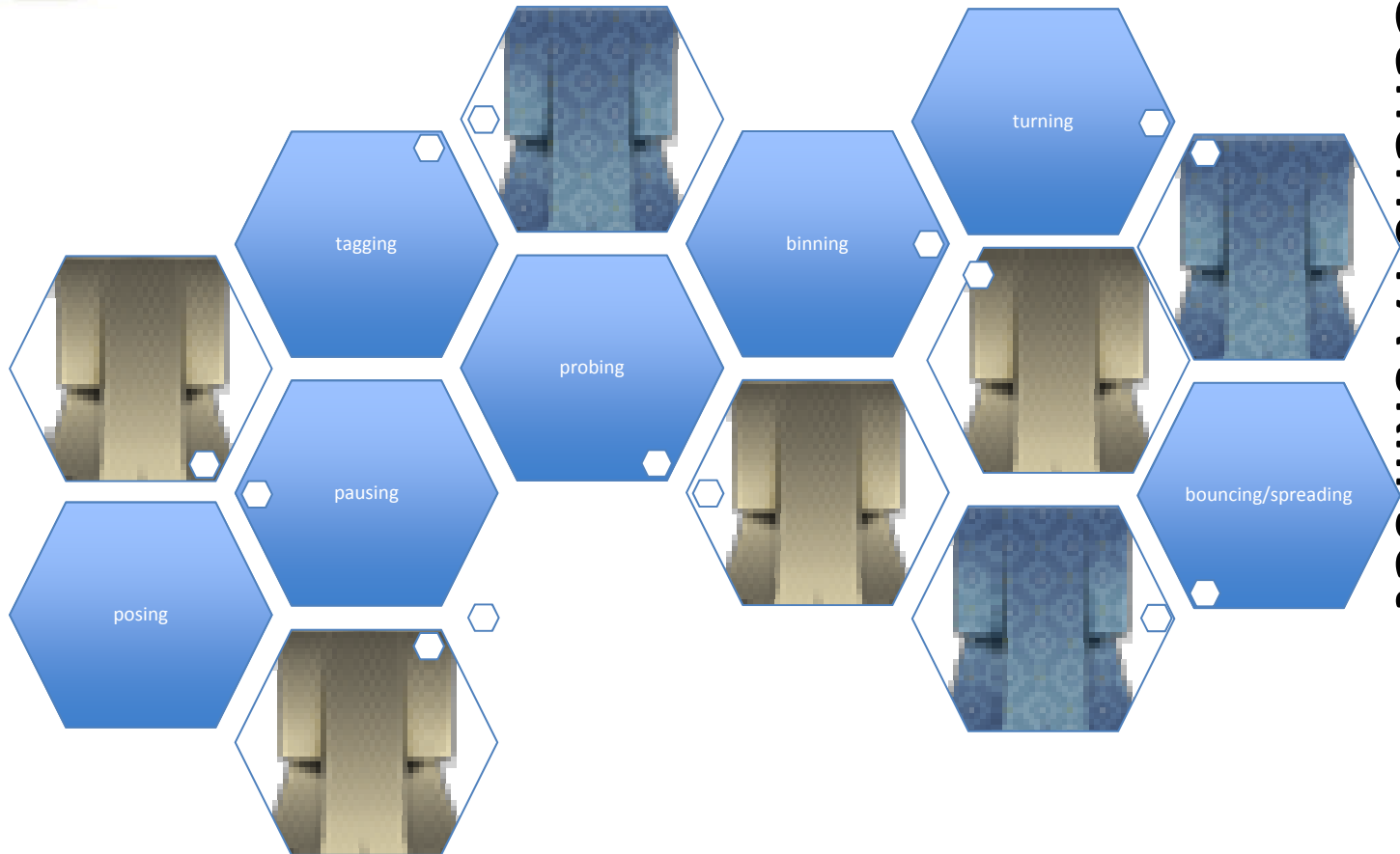
# Making FA moves in the formative “pre-service” years

- These moves involve:
  - Preparing the groundwork (**Priming**)
  - Using an effective range of questions (**Posing**)
  - Giving students adequate time to think and respond (**Pausing**)
  - Asking follow-up questions that deepen student understanding (**Probing**)
  - Sampling on a variety of responses (**Bouncing**)
  - Representing variation in student thinking (**Tagging**)
  - Seeing patterns and taking “Next Steps” (**Binning**)

# A “moves” driven approach based on a common language

FA 2.0

Mapping  
moves



- Generic FA skill set

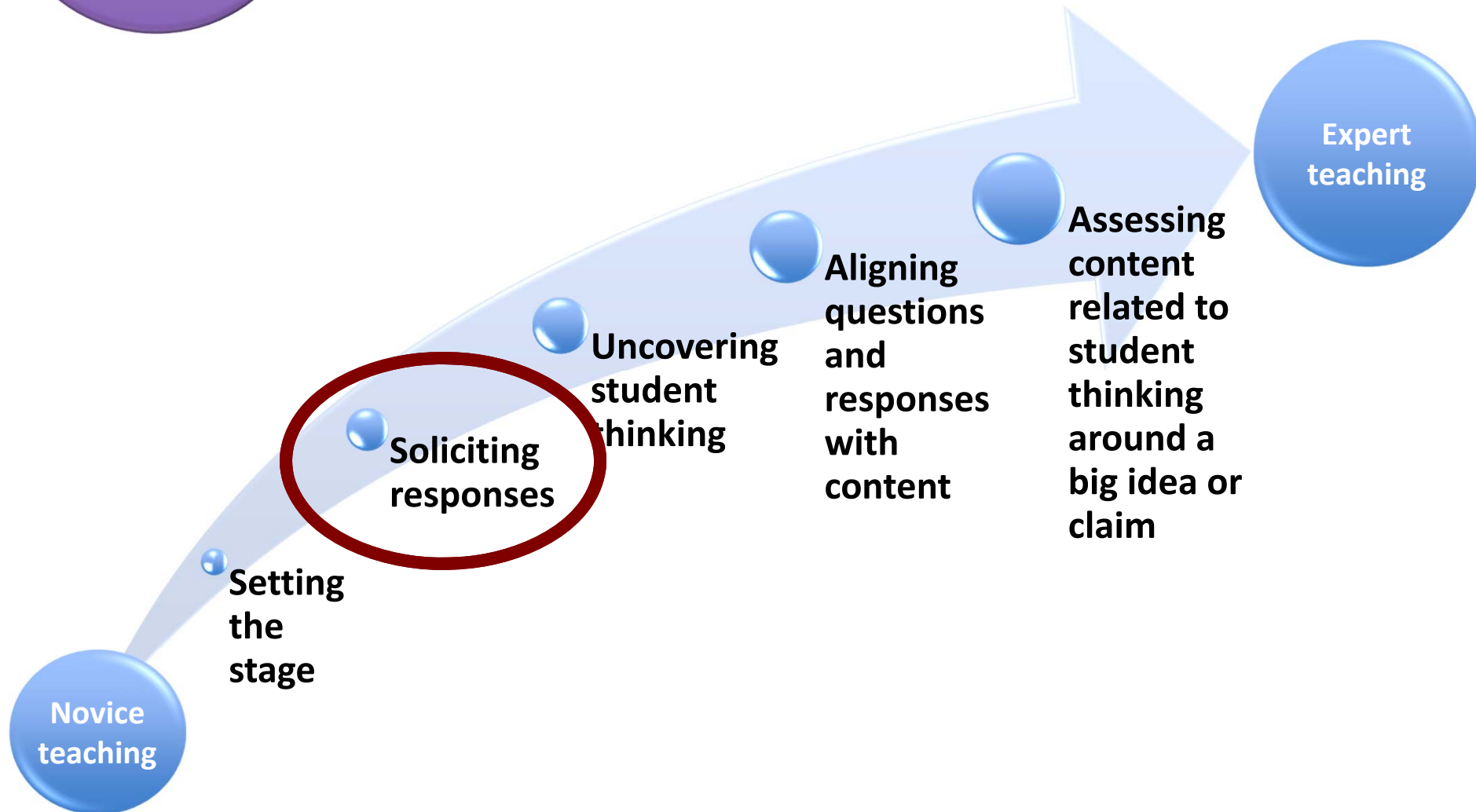


# Getting beyond the surface

- For informed teacher educators, formative assessment is more than a checklist of qualities or collection of activities.
- Rather, it's made up of a composite of *moves* that invite a positive, ongoing relationship between teachers and their students.
- It's the job of teacher educators to connect theory to practice and work with beginners to become better formative assessors.

FA 3.0  
Towards a  
Teacher  
Learning  
Progression

# Mapping a route ...



# It's an art and a science

“What makes formative assessment so effective? It depends on whom you talk to. Although experts tell us that formative assessment is one of the most powerful ways to raise student achievement (Black & Wiliam, 1998), we don't always know *which* practices are most effective, *when* to deploy them, and *why* a particular combination actually worked for a particular student in a particular classroom.”

*Educational Leadership* (Duckor, 2014)

# Nick in Phase I classroom: Identifying “misconceptions”



# Sarah in Phase II classroom: Warming-up “ratio”



# The (un)common denominator in the Common Core for the CSU

- FA aligned with CC standards to support more:
  - Speaking
  - Listening
  - Communicating in CA classrooms!
- Focused clinical experiences for teacher candidates with rigorous courses to build NextGen FA capacity
- Integration of FA skills with subject-specific lesson modules aimed at SBA task/item preparation

- **The CSUs can and are making a difference in teacher preparation**
- **At SJSU, we are leveraging the habits of reflective clinical practice for the 21<sup>st</sup> century educator**
- **We are ready for a new formative assessment-driven policy frame**