

# Secondary Teachers Implementing FA through the Disciplines

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# My journey forward implementing FA in my classroom

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CUSD- 20 years teaching ELA/Humanities

Year one- On line Course

Year two- chose one strategy to practice – “Warm and Cool Feedback” and participated in small group video study

Year three- encouraged to create an inquiry focused question – “How can I support alternate forms of learning?”

Year four- used the inquiry focus question to further explore how to embed formative assessment into my classroom on a daily basis. I referred to this past year as my “Year of risk taking!”

# How does my disciplinary knowledge impact how I engage in formative assessment?

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A strong foundation in my content area = the freedom to go deeper with FA in my classroom. I know where the students need to ultimately end up, so now we can work together to get there.

A big change for me through this process of learning is that I have become very open to a variety of ways that students can demonstrate their learning.

- I have moved away from most multiple choice tests in favor of the following:

Socratic Seminar

Reading Logs – demonstrate comprehension and higher level skills

Writing

Dramatic presentation and presentation of products

Multiple choice is used for skills practice, and to give me feedback on their strengths and weaknesses with these skills.

# How does disciplinary knowledge help me respond to where my students are in their learning?

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Skills and standards are the basis of everything we do. These help us create success criteria, which are guide posts for me and the students as we work together to demonstrate mastery.

## How I give feedback has changed

- I provide it in the form of questions and provide support as needed. I don't tell them how to "fix it."
- This pushes the student to come up with a solution to an area of weakness, and if they are struggling, I know very specifically what to focus my support on.
- This has also helped my "perfectionists" – if they have hit the targets and gotten feedback from me and their peers to support this, then they can feel confident moving forward. Not every little thing "needs to be checked" for them to know they are moving in the right direction.

# How does my disciplinary knowledge help me work with students' ideas on the content? How do I build on students' ideas?

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My disciplinary knowledge is critical as students learn how to make success criteria.

- If the target is vague or not measurable- how will we know if the target has been hit and the skill demonstrated/mastered?

## The beginning of the year

Is about understanding what is concrete and measurable, and we practice creating these types of targets. Models and rubrics are great places to start.

First quarter presentation example

# How does my disciplinary knowledge help me work with students' ideas on the content? How do I build on students' ideas?

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## The rest of the year

Is about developing targets that are concrete and measurable no matter what the task- a writing prompt, a novel study, poetry analysis, art analysis, a presentation etc. and how these targets lead to success and growth in skills.

## Second Quarter Example – Reading Log

### Graphic Organizer

Minimum of 4 and a maximum of 10 key points addressed per chapter.

Includes at least one inference per chapter to make a higher-level connection. The inference is one of the 4-10 sentences.

- This can be based on a character's development, plot advancement, lesson/theme connection, making a connection to society or some other part of the novel etc.

# Sharing is Caring!

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Packet includes

1. "Warm and Cool Feedback" protocol
2. Student created options to demonstrate skills for our novels
3. A goal setting form that we used when working on projects

# Questions

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# Contact Us!

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