

Preservice Educator

Learning about

Formative Assessment

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Transition

- Left MDE in September 2007
- Joined the faculty of Michigan State
- Teaching and researching about assessment, including formative assessment

Transition

- Serving as the assessment resource person for the College of Education
- Developing new learning opportunities about assessment
 - MA program for practitioners about educational assessment
 - Assisting Teacher Education to consider how preservice teachers learn about assessment
 - Focus on educational administrators, too

Preservice Teacher Formative Assessment Learning

- Work with the Teacher Education faculty on a three-part implementation:
 - Experience formative assessment in their college classes in the College of Education
 - Learn about formative assessment in a new class on formative assessment
 - Practice formative assessment when working with students and student teaching
 - Develop learning teams of student teachers in the same content area

Challenges in Learning FA in College

- College teachers are not inclined to use formative assessment in their classes
- College instructors, as former K-12 teachers, may have little or no training or experience with formative assessment
- Colleges already teach classes on classroom assessment, so the need for learning about FA may not be seen

Challenges in Learning FA in College

- Many individuals need to learn about formative assessment yet collaborative work is not the norm
- Colleges may not provide sufficient PD opportunities for their own faculty
- College faculty are rewarded for being “experts” and admitting shortcomings may hurt tenure chances

Proposal for FAST SCASS

- Create a new FAST subcommittee on Preservice Formative Assessment Learning
- Members of the FAST group would be asked to volunteer for this subcommittee
- There are a number of activities that could be carried out that would serve as resources for SEAs and COEs

Proposal for FAST SCASS

- I volunteered to help conduct a series of activities with MSU becoming a partner in the FAST SCASS
- Survey SEAs to determine the licensing requirements for work on both classroom assessment and formative assessment

Proposal for FAST SCASS

- Survey states and colleges of education to determine where and how classroom assessment and formative assessment are currently being taught and learned
- Determine how formative assessment is being learned
- Review the literature on preservice learning about formative assessment

Proposal for FAST SCASS

- Collect, where possible, the syllabi from these college courses as well as descriptions of programs that provide other learning opportunities
- Collect, where possible, the materials that are used in these formative assessment learning experiences

Proposal for FAST SCASS

- Collect information on the materials and strategies used for professional development for college faculty on formative assessment
- Potentially, develop model methods for teaching preservice teachers about formative assessment

Proposal for FAST SCASS

- Share all of this information with SEAs and COEs that participated to encourage SEAs and COEs to work together to provide needed learning experiences

Advantages for FAST SCASS

- If we are successful in building more learning experiences for preservice teachers into their college preparation, the need for inservice education may be reduced
- New teachers will be more competent
- The assessment methods will reinforce better instructional strategies that may also improve student learning

For more information

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