

Arts and Science Public School Partnership Advisory Committee
February 25, 2009
080 Derby Hall
Agenda

Welcome

Joan R. Leitzel, Interim Executive Dean and Vice Provost, Arts and Sciences

Introductions

Committee Mission

Mindy Wright, Director, Community Partnerships

This committee began out of a common purpose.

“We want to serve our students in the best ways possible--in middle and high school classrooms and as they move on to college. Whether they choose Ohio State or another institution, we want all of our children to be very confident that the educational experiences that we offer them are the best and that they can function well and compete well wherever their paths may take them.”

At our first meeting in January 2007, we came together and agreed that our mission would be to develop a fully-integrated set of activities to develop these partnership opportunities.

- 1) Ohio State faculty visits to public school classrooms.
- 2) Teaching partnerships to think through classroom practices.
- 3) Middle and high school student visits to Ohio State’s campus in the context of ongoing relationships.
- 4) Shepherding a process for learning about available resources at Ohio State and in public school districts and sharing it with our colleagues in systematic ways.

Formative Assessment

“Formative Assessment at My School”

Andy Moore, Education Technology Coordinator, New Albany Plains Local Schools
Andy gave an overview of formative assessment as well as examples of ways in which technology could be used in formative assessment processes.

His central analogy was that formative assessment is somewhat like the process of cabinet making. A student is an apprentice; the teacher is a coach. The student receives ongoing feedback that identifies additional steps that need to be taken to reach a final stage of completion (however completion is defined for that task). For example, if the door doesn’t shut tightly, the cabinet is not completed, and coach and apprentice work together to identify the problem and make adjustments.

Andy discussed rubrics and portfolios as methods of formative assessment. He also discussed the educational theory that is involved in video games—players are most challenged and learn best when they are in stages where they can move forward with “some help” (as opposed to stages where they can play entirely alone or stages where they need constant help, Gee, Vygotsky, etc.)

Examples of education technology that can be used for formative assessment are:

Tim Dove, 7th/8th Grade Social Studies, Phoenix School. Worthington Schools

Tim talked about the mastery education version of formative assessment being practiced by the Phoenix Middle School in Worthington. He summarized discussions Phoenix teaching staff had about standards for success in the world: “whether they can do something or not” and their process of deciding what the staff fundamentally wanted students to be able to do.

Phoenix works to help students develop rubrics for mastery at the front end. Students “complete” a task when they are at mastery level (roughly equivalent to 90%). Phoenix is also working with a software developed on a new grading program that would communicate different levels of mastery to students, teachers, and families. He noted that helping students and families adapt to this system is a process. Because students are immersed in it every day, they tend to adapt more quickly than their families.

Cindy Selfe and Louie Ulman, Department of English, The Ohio State University and stewards of the Digital Archive of Literacy Narratives

Cindy and Louie introduced the Digital Archive of Literacy Narratives (DALN) and invited teachers to brainstorm together ways they might use DALN for formative assessment. We listened to two examples of literacy narratives—one video, one audio. To listen to literacy narratives, please visit <http://daln.osu.edu/> As a group we talked about how teachers might use literacy narratives to help

- Students realize they have a story
- Students assess their own skills (even in math and technology)
- Native English speakers learn more about other languages through ESOL literacy narratives
- ASL students explore and create literacy narratives from ASL perspectives
- Teachers assess our own practices

If teachers are interested in learning more about DALN and/or having a DALN representative visit their classrooms, please contact Cindy Selfe at selfe.2@osu.edu For more information, please see attached materials.