

## FAMS Year 2: Teacher Inquiry Project

During the second year of participation in the FAMS project, teachers participate in a Teacher Inquiry Project. They have two opportunities to grow professionally. Participants deepen their understanding and effective use of formative assessment practices as they ask questions, collect and analyze evidence, and find answers to questions they have about the effectiveness of practices they have been using in the classroom. In addition, they have the opportunity to inform other Ohio teachers about Formative Assessment when they submit their TIP to the Ohio Department of Education with the hope that their work can be added to the Model Curriculum.

### PHASE 1: DEVELOPING YOUR PLAN

May-August

During Phase 1, reflect on your practice and think about an area of formative assessment that you would like to investigate more closely as part of your Teacher Inquiry Project. Engage members of your Community of Practice to generate ideas and discuss topics of interest. Once you have selected an area of focus, formulate a question to guide your inquiry.

- Complete and submit the Teacher Inquiry Project proposal form.
- Review and authenticate your e-portfolio profile. Revise your profile, if necessary.

### PHASE 2: DEEPENING YOUR PRACTICE

September-April

During Phase 2, gather evidence to document your implementation of formative assessment practices. For each target month, identify a content focus based on the CCSS. As you plan your instruction, collect planning materials, such as reference/research sources (with proper citations), charts, rubrics, and handouts. Document key assessment/instructional experiences by gathering student work, observational notes, tracking forms, and other items. You are encouraged to utilize a variety of creative media options for documentation.

- Complete six e-Portfolio entries to document your implementation of formative assessment practices. **Remember to always cite the source when you use any copyrighted material.**
  - October
  - November
  - January
  - February
  - March
  - April
- Record insights and reflection notes in your e-portfolio journal.

### PHASE 3: DEVELOP YOUR PRESENTATION

May

During Phase 3, examine the evidence from your e-portfolio and describe what you have learned about your practice and your students' learning. During your analysis of each entry, look for evidence of professional growth, changes in student work, and the ongoing refinement of effective instructional practices. Create a presentation to highlight your key findings.

- Create the TIP Multimedia Case presentation.
- Present your TIP Multimedia Case at the May 2013 FAMS meeting.