



ASSESSMENT LEARNING NETWORK
2017-18

SESSION 4 – 5.8.2018
UNIVERSITY CLUB
LANSING, MICHIGAN

**Supporting Teachers
Statewide in the Formative
Assessment Process**



Welcome from Michigan Assessment Consortium

We seem to have agreement in the state across public, private and non-profit sectors that greater investment in our human capital is required to protect, preserve and improve the quality of life MI citizens have now and could have in the future. This means necessary investment and alterations to education. Another point of agreement seems to be acknowledgement that professional learning for educators is a vital investment in the system.

Teaching and learning is a complex process; we are coming to appreciate the significant and sustained investment we will need to make in ourselves to become truly skillful practitioners. We can be heartened by our increasing knowledge about the power of formative assessment practice to optimize learning for all students; at the same time we need to capitalize on what we know about professional learning research.

For example, evidence indicates that the integration of substantial new knowledge requires at least a year of focused collaborative effort to make a difference; two years is much better. After three years of intensive engaged effort, movement towards a transformed learning environment is usually well under way.

We have a wonderful opportunity to welcome Margaret Heritage to Michigan at this juncture in our history. She offers research-based, international perspective about the role of formative assessment to improve educational outcomes for all learners. She also brings insights from multiple states and countries about how educators can learn and grow their own professional competencies.

Kathy

Kathryn Dewsbury-White, Ph.D.
President & CEO, Michigan Assessment Consortium

¹Marshall Plan for Talent Michigan.gov/marshallplan

²21st Century Education Commission: *"The Best Education System for Michigan's Success"*

³Centre for Strategic Education Seminar Series Paper No. 234, April 2014

ALN Norms

The Assessment Learning Network is a group whose purpose is to learn together. To support this learning, the following norms have been adopted.



Listen fully and reflectively



Seek to understand before being understood



Hold the experiences and revelations of others with care



Protect confidentiality



Challenge the limits of your potential



Think about how you might use what you learn to develop others' capacity to create balanced assessment systems

Agenda

9:00 am	Registration, Coffee, Networking
9:30 am	Assessment Learning Network Pre-session <ul style="list-style-type: none">■ Welcome and Introductions■ Dialogue with guest presenter
11:00 am	Break
11:15 am - 1:45 pm	Lunch & Learn Shared learning and Q&A with guest presenter
1:45 pm	Dessert & Dialogue Facilitated dialogue on presenter content
2:45 pm - 3:00 pm	Wrap-up and Adjourn

The Michigan Department of Education is active in promoting quality formative assessment practices among Michigan educators. You can learn more and explore their resources through the links below:

The Formative Assessment Process:
michigan.gov/mde/0,4615,7-140-22709_55936---,00.html

Formative Assessment for Michigan Educators (FAME) public page
FAMEmichigan.org

The Assessment Learning Network has a dedicated, private website:
www.aln.michiganassessmentconsortium.org

Login: _____ Password: _____

Featured Presenter



Margaret Heritage is an independent consultant in education and a senior advisor to WestEd. Previously, she spent 22 years at UCLA, first as principal of the laboratory school of the Graduate School of Education and Information Studies, and then as an Assistant Director at the National Center for Research on Evaluation, Standards and Student Testing. Before joining UCLA, Heritage worked for many years in schools in the United Kingdom. She was a member of the faculty in the Department of Education at the University of Warwick, England, and

has taught in the Departments of Education at UCLA and Stanford University. Her work is published in peer-reviewed journals, edited books, and practitioner journals. Her most recent books are *Using Assessment to Enhance Learning, Achievement, and Academic Self-Regulation* (Routledge) with Heidi Andrade, and *Self-Regulation in Learning: The Role of Language and Formative Assessment* (Harvard Education Press) with Alison Bailey.

Featured Presenter Recommends Key Resources

1. Heritage, M. (2018). Assessment for learning as support for student self-regulation. *Australian Educational Researcher* 45, 51-63.
2. Shepard, L.A., Penuel, W.R., & Pellegrino, J.W. (2018). Classroom assessment principles to support learning and avoid the harms of testing. *Educational Measurement: Issues and Practices*, 37(1), 52-57.
3. Heritage, M., Gerzon, M., & Manusco, M. (2017). *Necessary conditions for successful implementation of formative assessment*. Paper prepared for the Dell Foundation Formative Assessment Project.

Links to these documents are found on the ALN dedicated web page at www.aln.michiganassessmentconsortium.org



Featured Presentation

Supporting Teachers Statewide in the Formative Assessment Process

Effective formative assessment practice requires teachers to have a range of knowledge and skills so that they can orchestrate an extraordinary number of complex judgments in the course of a lesson to continuously advance their students' learning. Drawing from the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) definition of formative assessment (FAST SCASS, 2017), Dr. Heritage considers the formative assessment knowledge and skills, the disciplinary knowledge, and the habits of practice that enable teachers to successfully implement formative assessment in their classrooms. A key challenge for teachers and those who support them is how to ensure that teachers have these requisite knowledge, skills, and habits of practice, so that they can take advantage of what we know can have powerful and beneficial effects on all students' learning. In this regard, she also discusses the implications for in-service and pre-service educators and the organizations that represent them, and offers some specific recommendations for teachers' professional learning.

Framing Questions

1. What are the knowledge, skills and habits of practice teachers need to effectively implement formative assessment in their classrooms?
2. Given these requisite skills, knowledge, and habits of practice, what are the implications for those who support teachers to be effective formative assessment practitioners?
3. How is Michigan supporting teachers to develop these skills, knowledge, and habits of practice? Are there areas that need to be/could be strengthened?

ALN Members . . .

The Assessment Learning Network resource library is stocked and ready for exploration! With seven learning events behind us, our featured presenters have shared with us a rich collection of resources that includes:

- White papers
- Research articles
- Book lists
- Learning Moments videos
- Feature presentation videos
- Links to related assessment sites

Today's packet contains a "Resource Roundup" that can serve as a reminder and guide to the resources you can use and share with the members/constituents you represent for the ALN.

Check back to the ALN website this summer. Dates and presenters for the 2018 ALN events are coming soon!

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**Review resources and watch for the
2018-19 Schedule of Events and Registration at
aln.michiganassessmentconsortium.org**
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Network meetings are made possible through support from the Michigan Department of Education and the Michigan Assessment Consortium. ALN member associations are providing the time and expertise of their designated representatives.

