



An Innovative Model for Helping Local Educators Learn to Use Formative Assessment Practices



Wednesday, June 26, 2019
National Conference on Student Assessment
Orlando FL

Session Outcomes



1

Build understanding of the formative assessment process

2

Consider applications of professional learning model that support educator learning

3

Reflect on the role of school and building administration on educator use of TFAP

4

Think about ways to support educators in your state, district or building

Welcome and Introductions



Who Are We?



Who Are You?

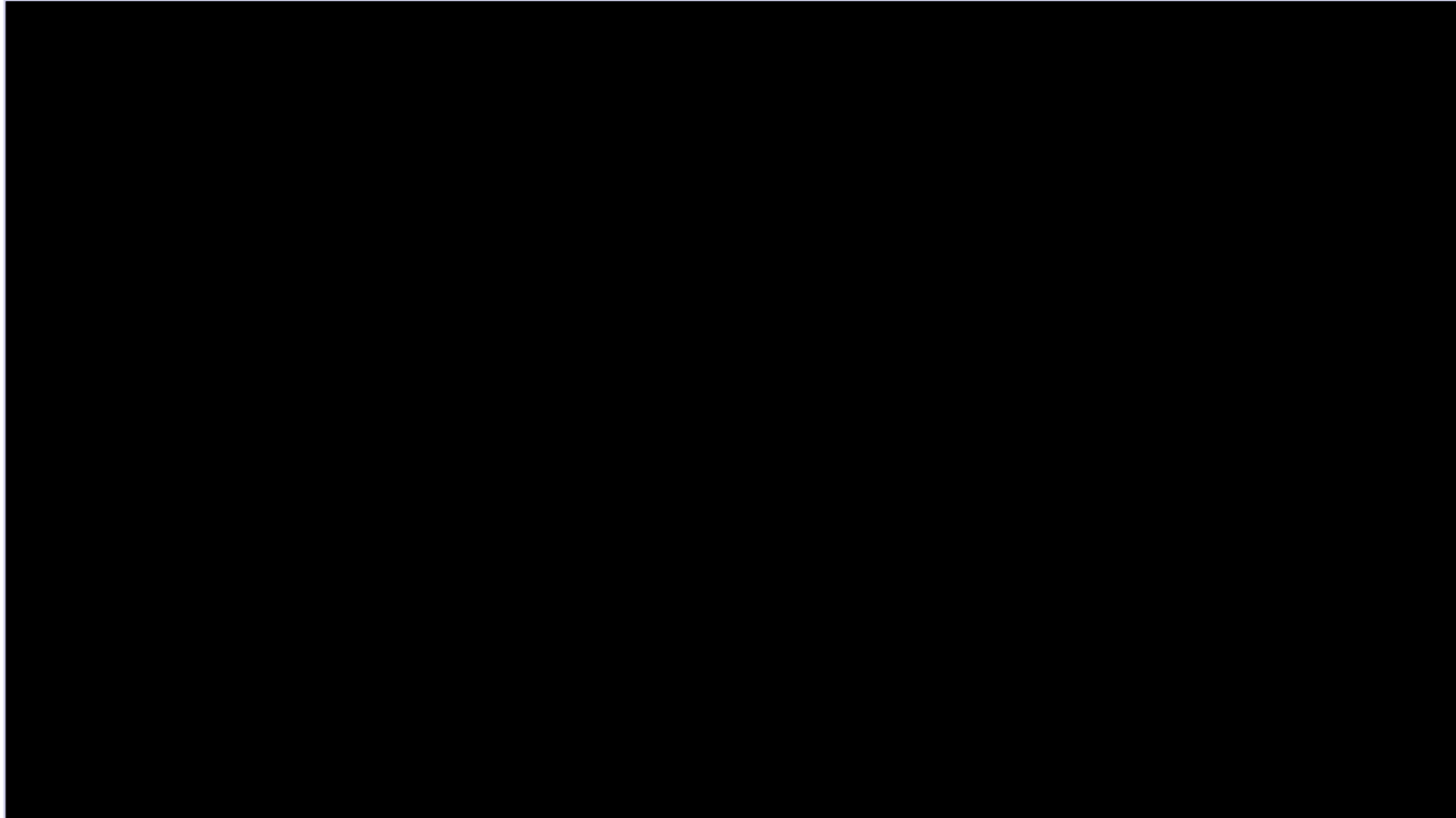


Vision



The FAME program is based on the belief that significant change in professional practice requires work over several years, supported by internal and external resources.

Margaret Says..





- **Goal 2** – Implement with strong and building leadership, high-quality instruction in every classroom through a high-coherent child-centered instructional model where student meet their self-determined academic and personal goals to their highest potential.
- **Goal 3** – Develop, support and sustain a high-quality, prepared and collaborative education workforce.
- **Goal 4** – Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities

FAME Longevity



FAME Coaches

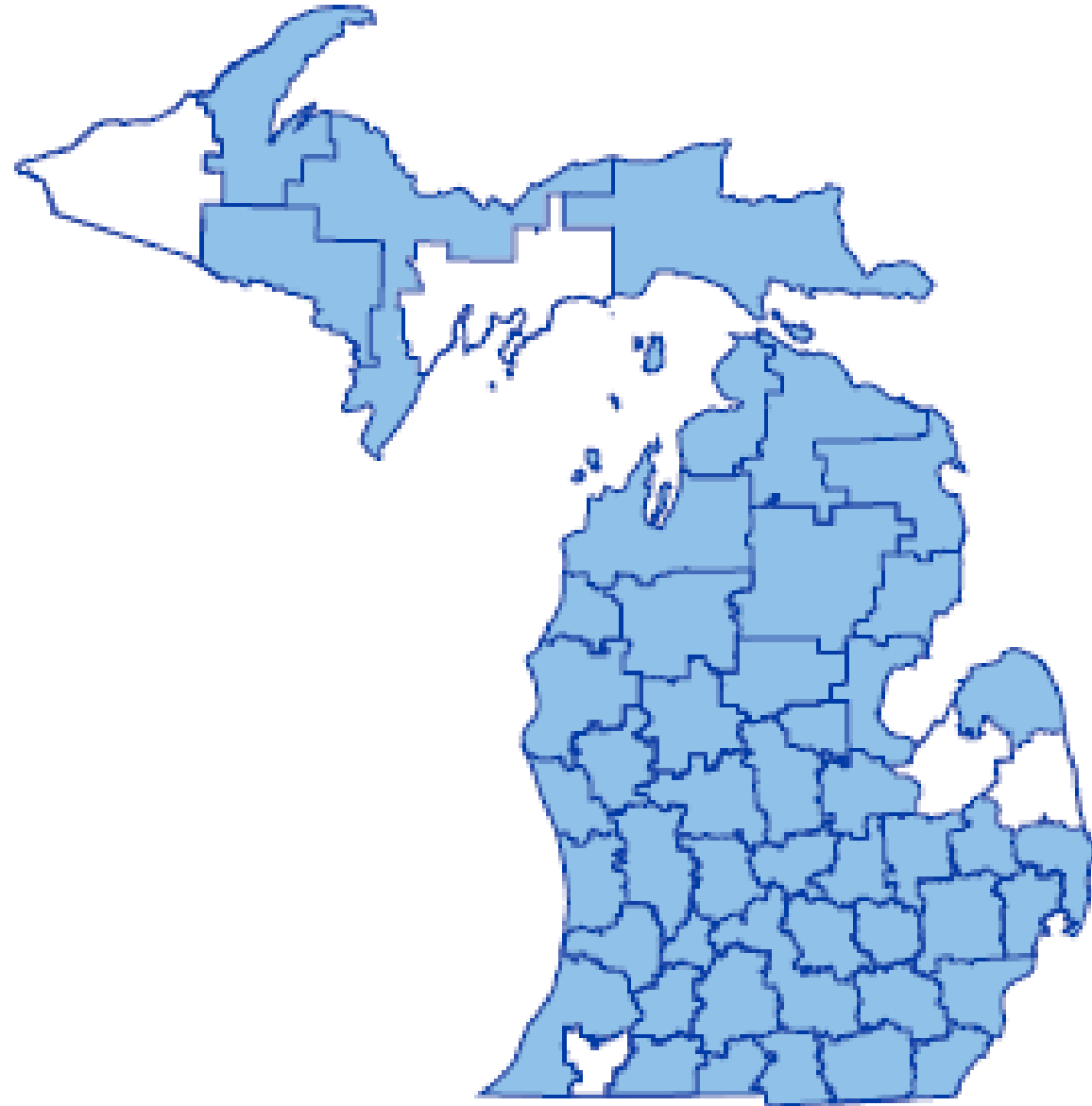


School Year	Number of Y1 Coaches	Number of Y2+ Coaches
2008-09	35	NA
2009-10	100	NA
2010-11	63	32
2011-12	61	61
2012-13	64	96
2013-14	100	104
2014-15	89	142
2015-16	95	148
2016-17	100	150
2017-18	100	148
2018-19	100	144
2019-20	100	150

Legacy Map



2007 to Present



Part of a Larger Learning Community



FORMATIVE ASSESSMENT

FOR STUDENTS AND TEACHERS

Arizona

Arkansas

Hawaii

Idaho

Iowa

Kansas

Maryland

Michigan

Missouri

North Carolina

Ohio

Oregon

South Dakota

Wisconsin

Wyoming

Support Partner for FAME



www.michiganassessmentconsortium.org

How does FAME Align with Effective Elements of Professional Learning?



- Job embedded and teacher led
- Focus on instruction and student outcomes
- Sustained over a long period
- Engage teachers in a community that supports learning and teaching
- Engage teachers in authentic problems of practice
- Coaches are learners too

Training Resources - FREE



Thinking Collaborative Offerings:

- **Cognitive Coaching Foundation** (8 days over 2 years)
- Using Data to Mediate Thinking
- Calibrating Conversation
- Using CC with Your Learning Team
- Presenter Skills with Jane Ellison
- Adaptive Schools Foundation Seminar

- **Launching into Learning (for new coaches & learning teams)**
- FAME Learning Guide
- FAME Learning Guide – Coach Edition (*Updated for 19-20*)
- FAME Resource Website
- FAME Self-Reflection Guide and Rubrics for individuals or learning teams (Year 2)
- MDE and FAME Regional Lead Support

Guest Access to FAME Website



www.FAMEMichigan.org

Email address:

guest@famemichigan.org

Password:

Two2+One1=3\$



How does FAME define the formative assessment process?



“Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.”

(CCSSO FAST SCASS, revised June 2017)

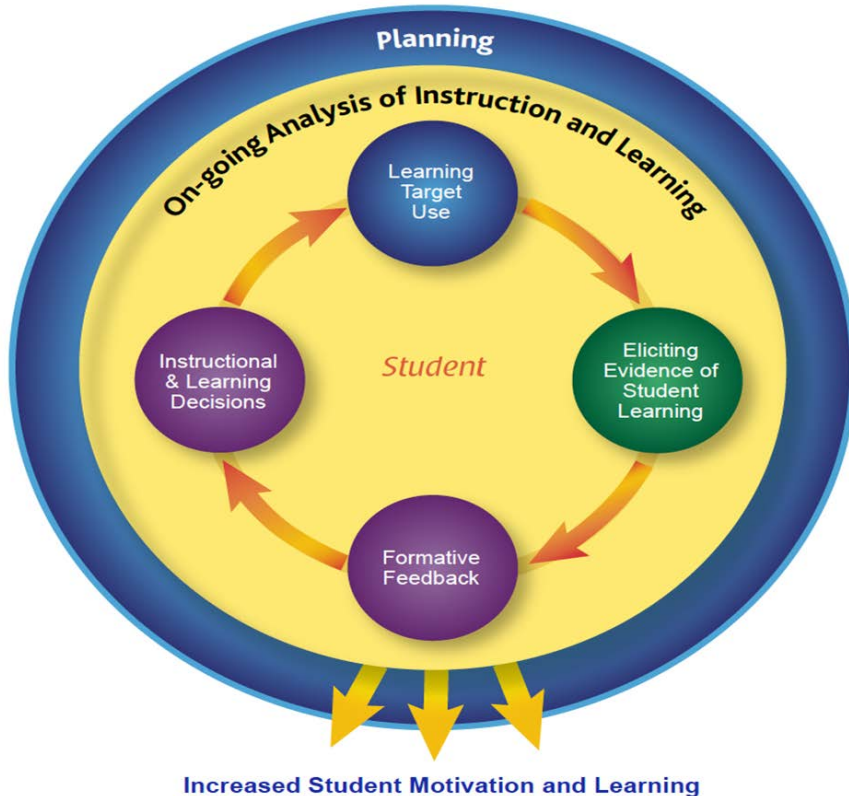
FAME Components



The Formative Assessment Process

Formative Assessment Guiding Questions:

- Where are we going?
- What does the student understand now?
- How do we get to the learning target?



- Where are we (student and teacher) going?
 - Planning
 - Learning Target Use
- What does the student understand know?
 - Eliciting Evidence of Student Learning
- How do we (student and teacher) get to the learning target?
 - Formative Feedback
 - Instructional and Learning Decisions

Guiding Questions	FAME Components and Elements
<i>Where are we (teacher and students) going?</i>	<p>Planning</p> <p>1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students.</p> <p>Learning Target Use</p> <p>2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students</p> <p>2.2—Learning Progressions: connection of the learning target to past and future learning</p> <p>2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.</p>
<i>What does the student understand now?</i>	<p>Eliciting Evidence of Student Understanding</p> <p>3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge</p> <p>3.2—Gathering Evidence of Student Understanding: use of a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from <i>all</i> students</p> <p>3.3—Teacher Questioning Strategies: the intentional use of questions for students to explain their thinking or to connect their idea to another student’s response</p> <p>3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students’ understanding</p>
<i>How do we (teacher and students) get to the learning target?</i>	<p>Formative Feedback</p> <p>4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target</p> <p>4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target</p> <p>4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal.</p> <p>Instructional and Learning Decisions</p> <p>5.1—Adjustments to Teaching: teachers’ daily decisions about changes to instruction</p> <p>5.2—Adjustments to Learning: students’ use of feedback for improvement.</p>

Student Impact



Impact



- LTM reported that the FAME model was “effective” or “very effective”
- LTM reported the meetings impacted their use of formative-assessment practices
- LTM reported using new strategies or tools with their students (esp. learning targets, assessing prior knowledge, descriptive feedback, exit slips, learning logs)

What do we know about the educators on the teams?



Years of Experience	Percentages
0-1 Years	1.2
2-5 Years	11.6
6-15 Years	40.9
16 or More Years	46.3

What are we learning about FAME Learning Teams?



Aspect	Percentages
Sharing ideas about FA	76.0
Reflecting on use of FA	68.4
Learning FA tools and strategies	66.5
Planning to use FA in the classroom	64.3
Developing or finding new FA resources	56.1
Did not see a benefit	3.8

Use of Formative Assessment Strategies



Beginning of the Year

FA Strategy	Never	Monthly	1-2x/Week	3-4 X/Week	Daily	NA
Goal Setting	21.2	48.3	12.1	4.3	9.9	4.3
Using Learning Targets	15.6	11.9	15.1	10.0	44.2	3.2
Activating Prior Knowledge	1.4	5.1	26.4	21.6	42.6	3.0

End of the Year

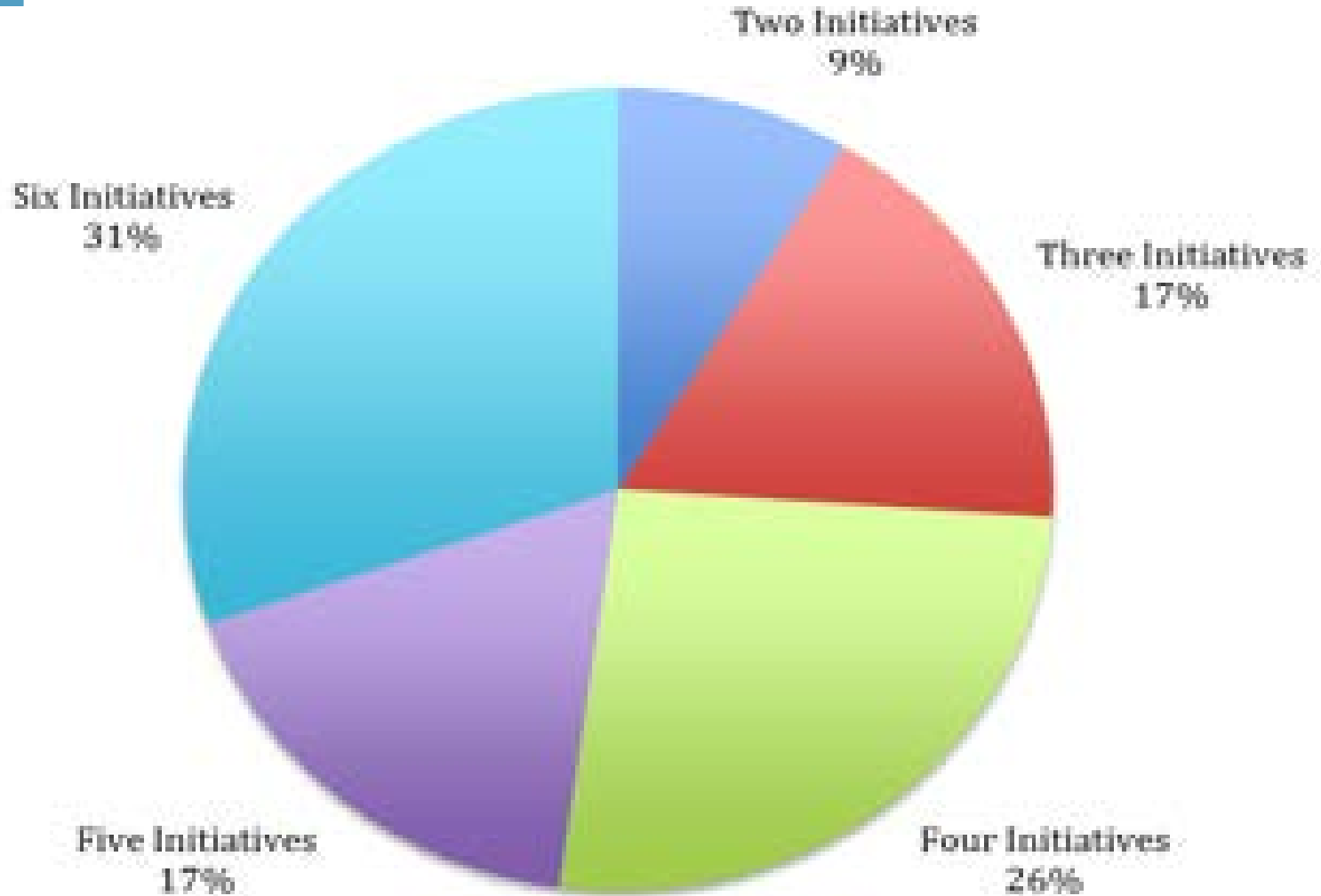
FA Strategy	Never	Monthly	1-2x/Week	3-4 X/Week	Daily	NA
Goal Setting	5.4	31.3	23.8	16.8	17.7	5.1
Using Learning Targets	1.3	3.8	0.4	9.9	70.5	5.1
Activating Prior Knowledge	0.5	2.7	14.2	20.9	56.6	5.1

How can administrators support the work of FAME?



- Engage in learning about the formative assessment process
- Speak with FAME team and non-member FAME team member faculty about formative assessment
- Provide release time for teachers to attend FAME launches or to attend Team meetings
- Provide additional formative assessment resources
- Facilitate sharing between FAME LT members and staff
- Attend Learning Team meetings
- Understand how FA fits in the evaluation process

Number of Initiatives in Schools



FAME in the Context of Multiple Initiatives



- Successful efforts have found ways to embed FAME within other initiatives and priorities
- A third of the principals indicated that FAME was the most impactful initiative

Emerging Leaders



What do students say about their learning?

- They appreciate knowing the target for the lesson
- They are able to use exemplars to guide their learning
- Students were able to provide specific detail about their thinking and understanding
- They find feedback helpful to move their learning forward
- They describe specific self-directed actions and behaviors
- They are able to set goals and identify progress toward them



Ongoing Learning and Outreach



- Feedback and development of Video Reflection Guide
- Hosting International Scholar and Classroom Visits: Jill Willis
- Consulting with International and National Expert Margaret Heritage
- FAME Learning Tour



Reflecting on what you've heard and what is currently happening in your state, district or building , how might you support educator use of the formative assessment process?

What questions might you have?



Discussion

Margaret Heritage

What we have learned from FAME



- Openness and willingness to change
- Collaboration, practice, and reflection
- Leadership matters
- Sustained commitment matters, too

Changing Practice

“It is hard to see how any innovation in formative assessment can be treated as a marginal change in classroom work.”

(Black & Wiliam, 1998, p. 16).

For teachers, implementing formative assessment means changing the way they “think about teaching and their view of their role as a teacher.”

(Black et al., 2003, p. 8)

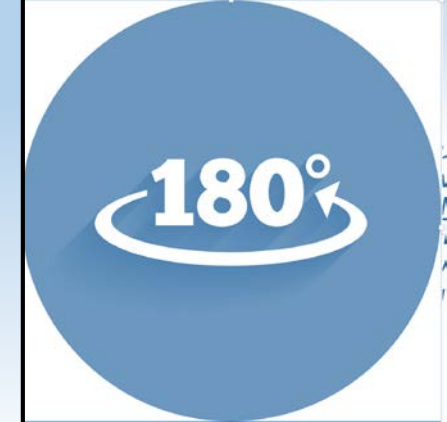
“Formative assessment has not only changed me as a teacher, I believe it has changed my students as learners.”

(Heritage, 2010, p. 4)

Going beyond tinkering with practice

Earl & Timperley, 2016

Fourth-Grade Teacher



My planning has changed a lot. Instead of being focused on the activity and what I am going to say, I'm focusing on what are the students learning and what are they doing with the learning, and then me thinking through what they might not understand and how could I question in a way to help push them towards understanding as opposed to me presenting information and students passively consuming it.

Seventh-Grade Teacher



I used to do a lot of explaining, but now I do a lot of questioning.

I used to do a lot of talking, but now I do a lot of listening.

I used to think about teaching the curriculum, but now I think about teaching the student.

(Heritage, 2010, p.4).

Effective Professional Learning

- Incorporates active learning
- Supports collaboration
- Uses models of effective practice
- Provides coaching and expert support
- Is of sustained duration

Darling-Hammond, Hyler, & Gardner, 2017

- ADE Leadership
- FAME Leads
- Coaches
- Teacher participants
- Administrators
- Researchers



*Everyone is
a learner*

District/School Leadership

To really implement formative assessment systemically you have to take the time to do it from the foundational work first, and you have to stay the course.

You have to have leadership who has an understanding of formative assessment and who also is very supportive of it. Not just giving lip service to it but actually involved in the work, involved in the conversations, able to ask those questions. Those questions that will drive the work to the next level.

-School Leader

Extended Online Course

Reason for non-completion:

Non-completers (n=187)

No support provided – 55%

By far the highest of all non-completion reasons

Rethinking Scale (Coburn, 2003)

- Moving beyond numbers to deep and lasting change
- Attention to the nature of change in classroom instruction and the depth of implementation
- Consequential change in classrooms, sustainability, and shift in authority over time

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