

PLANNING TOOL: Formative Assessment Process in the Classroom

How to use this document: This tool provides guidance to districts/buildings as they work to implement a formative assessment process in the classroom. Given that each district/building differs, this guidance document would require adjustment and modification dependent upon the context of the specific district/building. For example, depending on district size and organizational structure, the decision may be made to have the existing continuous improvement team manage the implementation, rather than creating a separate leadership team. The key is that planning for implementation is purposeful and intentional. These action steps would be planned for and included in a continuous improvement plan and inform ongoing budgeting and resource allocation. More information can be found at www.FAMEMichigan.org.

Getting Ready	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p>QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure OPPORTUNITY for high quality implementation of the strategy?</p>	<p>QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy? What are the activities during implementation?</p>	<p>QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?</p>	<p>QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED?</p>
<p>ACTIVITY: Administration and staff have identified the implementation of formative assessment in the classroom as an initiative to be implemented as part of the ongoing continuous improvement process, including a timeline for implementation phases over the next 2 – 3 years.</p>	<p>ACTIVITY: Administration has included the implementation of the formative assessment process in the classroom in the district and/or building improvement plan for the next 2 – 3 years and has planned for the needed resources in the plan and budget.</p>	<p>ACTIVITY: Administration monitors the implementation of the formative assessment process at the classroom, building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts.</p>	<p>ACTIVITY: Administration conducts a focused program evaluation of the implementation and impact of the formative assessment process at the classroom, building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts and or to modify implementation.</p>
<p>ACTIVITY: Leadership: Administration and/or staff have completed a District/Building needs assessment to determine “current reality” as to readiness for implementation, considering the critical components of formative assessment and the conditions for successful implementation. (FAP Strategy Guide)</p>	<p>ACTIVITY: Leadership has conducted the needs assessment and convened the staff and administration to determine strengths and challenges in the current system for the implementation of the formative assessment process in the classroom in order to determine action steps to address the challenges and barriers while building upon strengths.</p>	<p>ACTIVITY: Leadership has addressed the identified challenges and provided in a timely manner the needed resources as evidenced by budgets, purchases, and the continuous improvement plan action steps.</p>	<p>ACTIVITY:</p>

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<p>ACTIVITY: Leadership: Administration and staff have identified a leadership team to help to plan, monitor and support the implementation of the formative assessment process in the classroom as part of continuous improvement.</p>	<p>ACTIVITY: District staff has identified a structure and process for the formative assessment leadership team to coordinate efforts with the overall improvement team for the district and/or building to support successful implementation.</p>	<p>ACTIVITY: Ongoing meetings are held consistently as evidenced by calendars, agendas, and meeting notes.</p> <ul style="list-style-type: none"> - Attendance is monitored. - Challenges are identified and modifications made throughout implementation, if possible. 	<p>ACTIVITY: Evaluation of the current organizational structure and communication process is conducted in order to determine modifications for the upcoming implementation year.</p>
<p>ACTIVITY: Competency: Administrators and Staff participate in professional learning to fully understand the components and elements of the formative assessment process and have been provided training the in the Formative Assessment in the Classroom Strategy Guide.</p>	<p>ACTIVITY: Staff and administrators involved in implementation have been provided training in the critical components and elements included in the Strategy Implementation Guide for Formative Assessment in the Classroom and use it as a reference tool during implementation.</p> <p>Particular attention is paid to the Four Stages of Implementation in that resource.</p>	<p>ACTIVITY: Leadership team monitors attendance at professional learning and works to determine additional support that may be needed through conversation and/or walk-through data.</p>	<p>ACTIVITY: Leadership team and administration evaluates implementation data and determine a professional learning plan for the upcoming implementation period in order to adjust resources. Identification of the “next steps” in creating capacity throughout the district to support implementation will be needed.</p>
		<p>Leadership and administration provide ongoing support through discussion of the components and elements and the implementation data that has been gathered in order to determine challenges and barriers in order to address them.</p>	
<p>ACTIVITY: Competency: Planning and resource allocation for ongoing professional learning and coaching throughout implementation has been completed for the duration of the implementation process.</p>	<p>ACTIVITY: The leadership team has identified the needed professional learning and the specific participant groups for each year of implementation and resources allocated through the budgeting process.</p>	<p>ACTIVITY: Business office, working in collaboration with the leadership team and administration will monitor “spend down” and provide quarterly reports of completed activities to the leadership team.</p>	<p>ACTIVITY: Business office will provide line-item expenditures year to date to determine the status of financial resources and to support planning for the upcoming budget year.</p>
<p>ACTIVITY: Organization: Leadership has determined the communication plan and organizational structure for the formative assessment team to interact and integrate with the continuous improvement team</p>	<p>ACTIVITY: Leadership team working with the administration and staff have a schedule of meetings and a process for documentation of progress through agendas and minutes to monitor implementation and make needed adjustments throughout implementation.</p>	<p>ACTIVITY: Leadership team will monitor the occurrence and attendance at the meeting schedule and determine actions that may be needed to support ongoing implementation of this component.</p>	<p>ACTIVITY: Leadership team in collaboration with administration will evaluate the occurrence and attendance at the project meetings in order to evaluate effectiveness and determine changes for the upcoming implementation period.</p>

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<p>and other initiatives to support coordination and collaboration.</p>	<p>ACTIVITY: Leadership team has identified the process to communicate information about implementation fidelity to the full building staff in order to increase focus on the initiative and identify challenges and strengths in order to inform “next steps.”</p>		
<p>ACTIVITY: Organization: Administration and/or staff have identified resources that will be needed and determined a process to acquire those resources, including, but not limited to:</p> <ul style="list-style-type: none"> - Staff - Classroom supplies/materials/assessment resources/tools to support the classroom assessment process - Time for Professional Learning/Coaching - Time for teacher collaboration around student evidence gathered to then modify instruction 	<p>ACTIVITY: The leadership team has planned for the needed resources identified in the “getting ready” stage and have taken action to acquire the resources and planned for ongoing support of the resources (i.e., staffing has been budgeted for more than one year, supply funds allocated, professional learning registration and/or stipends budgeted, collaboration time and/or after hour stipends budgeted).</p>	<p>ACTIVITY: Leadership team, administration and the business office will monitor expenditures and completion of requisitions, job postings, and purchases that have been budgeted for in support of implementation.</p>	<p>ACTIVITY: Leadership team, administration and the business office will monitor expenditures and completion of requisitions, job postings, and purchases that have been budgeted for in support of implementation.</p>
<p>ACTIVITY: Organization: Administrators, working with staff, have identified the implementation process for monitoring fidelity and identifying areas for ongoing professional learning/coaching.</p>	<p>ACTIVITY: The leadership team, working in collaboration with staff and administrators, have identified the structure and process to conduct walk through observations utilizing data collection protocols which focus on the components and elements critical for implementation for fidelity identified in the Strategy Implementation Guide.</p>	<p>ACTIVITY: Staff and administrators meet at least quarterly to review aggregate implementation data from observations. Staff and administrators, working with the implementation leadership team, determine the need for additional professional learning and/or coaching based on this implementation data.</p>	<p>ACTIVITY: Administrators and staff, working with the leadership team will review final implementation data to determine status of implementation. Planning will occur for ongoing support and resource allocation to support ongoing implementation.</p>

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<p>ACTIVITY: Organization: Administration and staff recognize the components and elements of the formative assessment process and a means by which the evidence is elicited and reflected upon and considered to inform “next steps” for instruction to move student learning forward.</p>	<p>ACTIVITY: The leadership team has provided the opportunity for staff and administration to reflect upon the implementation of the formative assessment process components and elements within the classroom setting and provide additional coaching and/or training, as needed.</p> <p>The leadership team in collaboration with administration has allocated time and/or funding for ongoing collaboration time for teachers to examine evidence of student learning in order to identify instructional changes and the needed support to make adjustments (i.e., coaching, conversations, materials, etc.).</p>	<p>ACTIVITY: Staff maintains minutes of grade level and/or course/department meetings to document implementation of the components and elements and student impact noted and the instructional modification that were made in response to this evidence.</p>	<p>ACTIVITY: At least annually, the leadership team in collaboration with the administration will recommend to district staff based on the evaluation of implementation and/or student impact evidence, modifications to curriculum and/or instruction in order to identify and ensure support and resources moving forward.</p>
<p>ACTIVITY: Organization: Administrators, working alongside staff, have identified long term goals as well as the interim targets and have identified the process for gathering identified data.</p>	<p>ACTIVITY: Evidence of student learning is collected and reviewed regularly by classroom teachers through the use of multiple measures within the balanced assessment system.</p>	<p>ACTIVITY: Student evidence of learning using multiple measures is collected and reviewed in order to inform instructional and/or curricular changes that need to be considered for implementation.</p>	<p>ACTIVITY: Student impact will be determined using multiple measures within a balanced assessment system and will be reviewed to determine next steps within the continuous improvement process.</p>

This template is one example of an implementation process to help guide district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.