

**MAC FAME RESEARCH, EVALUATION & DEVELOPMENT TEAM ACTIVITIES
FOR THE 2024-25 FAME PROGRAM**

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Introduction

Michigan's Formative Assessment for Michigan Educators (FAME) program was founded as a large-scale effort to help teachers understand the components and elements of the formative assessment process to increase their use of the formative assessment process daily during instruction. While the immediate focus of this work is on supporting classroom teachers in shaping their instructional practices, the broader goal is to transform student learning—empowering students to become more self-directed and take ownership of their educational journey.

The FAME program began in 2007 at a time after the state had adopted rigorous high school graduation requirements for the first time in 2006, which was followed by wide-scale skepticism about whether many students could achieve mastery in the required high school courses during the 2026-27 school year. The Michigan Department of Education (MDE) Office of Educational Assessment & Accountability (OEAA) director and staff realized that traditional tests such as end-of-course tests (which were the traditional manner in which student achievement of high school course requirements) would simply verify what educators widely believed – that the rigorous graduation requirements were unattainable by many and might increase educator “push-outs,” if not student dropouts. The OEAA director believed that a different approach to assessment was needed.

It was in this climate in the 2026-27 school year that the formative assessment process was considered to better assess students *while they were learning* to enable teachers to adjust their instruction, leading to student adjustments to learning, ultimately leading to improved learning and ultimately to higher student achievement. The use of formative assessment was promoted at this time by Measured Progress, an innovative assessment organization based in New Hampshire, which the OEAA Director had been employed prior to returning to MDE to lead OEAA.

A two-day workshop on formative assessment was offered to Michigan educators during the 2026-27 school year. A number of educators chose to participate, learned about formative assessment, and worked to incorporate their learning in their instructional practices. At the end of the school year, MDE gathered these educators to learn what they had done and how they felt about it. The results were better than had been hoped for.

The realization occurred, however, that these educators had just begun their journey of learning and MDE did not have a mechanism for continued support of local educator growth. From this, the formative assessment process (TFAP) was founded. A major founding belief was that the TFAP requires multi-year participation and support; three years was chosen, based on change research literature. Other beliefs were that book-learning, while necessary, isn't sufficient, and that real changes take time for participants to try out new ideas and reflect on their successes. Successful implementation often requires trying new instructional practices more than once.

Over time, the label of TFAP gave way to a new program title: the Formative Assessment for Michigan Educators (FAME). Although FAME began in a humble manner with a few interested educators learning about formative assessment, the program has continued to thrive and grow since then. The 2024-25 school year was the seventeenth year for the program, and as this summary is being produced, exciting plans and activities for the eighteenth year are unfolding.

Overview of Michigan's FAME Program

The Michigan Department of Education (MDE) completed another year of implementing systematic professional learning opportunities for volunteer Michigan school educators (teachers, school leaders, instructional specialists, and others). FAME program leaders (the interim FAME Program Manager and the newly-hired MDE FAME Program manager, plus the FAME Leads) planned a substantial set of activities for FAME teams, led by new and returning Coaches who are implementing the FAME formative assessment process. As in the past, a Coach facilitates the work of a Learning Team. The Coach and Learning Team determines how often the team meets, for how long, what topics are covered, and what learning resources are used at each meeting.

The goals of the Coach-facilitated Learning Teams are to:

- Help educators learn about the formative assessment process and how it might be applied in their classrooms. This introduction serves both to inform them about what research says about such practices and how they might adapt these for use in their context.
- Plan for the use of formative assessment strategies and tools while they plan the instruction that they will provide, before it is provided. Especially important in this planning process is how students will be learning and the supports for this to be provided by the teacher.
- Help educators learn to use specific formative assessment strategies with their classes and/or specific students.

A variety of in-person and online activities and accompanying resources to facilitate professional learning around formative assessment are provided to FAME Coaches.

Overview of the MAC's Support of the FAME Program

Since 2017, the Michigan Assessment Consortium (MAC) has been the support contractor for the Michigan Department of Education (MDE) and the FAME program. During the 2024-25 school year, the MAC concluded the eight-year contract with MDE for FAME and recently signed a five-year contract (with optional extensions for three more years) with MDE, awarded after competitive bidding.

Services provided by the MAC include support for the wide variety of professional learning events offered by FAME (approximately 85 events held annually), development and maintenance of both gated and public websites, materials production resources to assure the development of attractive and engaging learning resources, and finally, an extensive, on-going MAC FAME research, evaluation, and development efforts designed to study the impacts of FAME on teachers, administrators, and students; evaluate the impacts of various FAME activities in order to suggest improvements in them for the future; and, create numerous FAME learning resources to be used by FAME participants (e.g., teachers, administrators, and students) and those who support them.

A major activity that occurred during the 2024-25 school year was a complete re-design of the FAME public and gated websites. Kmotion, a Michigan-based IT organization, provided support for this effort. The new MDE FAME Program Manager, as well as MAC staff, designed more intuitive and easy-to-use websites offering the vast library of resources (over 400 items) in a more attractive manner. Each resource was reviewed several times. Dated ones or inaccessible ones (now behind paywalls) were removed. Some were re-branded, while search criteria for others were revised. All in all, this website re-design was a major, successful team effort between MDE, the MAC, and Kmotion.

Theoretical Underpinnings for the FAME Program

Widespread use of the formative assessment process is not common in the United States. Pre-service preparation (or even in-service learning) about formative assessment is not commonplace either. It is an important aspect of pre-service learning and in-service instructional practices in other parts of the world. From countries such as Australia, Great Britain, and New Zealand, several informative research studies have investigated the impacts of the formative assessment process. These studies have helped to provide a research basis for the work in spreading use of the formative assessment process in the FAME program. The way research has positively impact formative assessment practices, yet permitting local variations in its implementation, has been an important consideration for the FAME program since its inception in 2006.

While formative assessment has been shown to be important for improving student learning (Black & Wiliam, 1998), teachers at all levels struggle to implement formative assessment practices effectively (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Daws & Singh, 1996). Professional learning that supports teachers' learning has been shown to be a key factor in improving the quality of schools (e.g., Borko & Putnam, 1995; Desimone, 2009) and in improving student learning (Desimone, Smith, Hayes, & Frisvold, 2005).

Effective professional learning should focus on instruction and student outcomes (Newmann, King, & Youngs, 2004); be sustained over a long period; engage teachers in a community that supports their learning (Darling-Hammond, 1997; Stoll, Bolam, McMahon, Wallace & Thomas, 2006; Wenger, 1998); and engage teachers in authentic problems within their professional practice (Lave & Wenger, 1991; Webster-Wright, 2009; Wilson & Berne, 1999).

These characteristics are similar to optimal professional development programs in formative classroom assessment (Schneider & Randel, 2009) which have emphasized models based on different types of communities of practice (Webb & Jones, 2009; Willie, Lyon, & Goe, 2009; Schneider & Randel, 2009)

Research on professional development to support teachers' formative-assessment knowledge and practice faces the challenge of determining the effectiveness of their implementation (Schneider & Randel, 2009) especially in terms of quality instruction and student learning.

FAME Theory of Action

A simple overview of the FAME theory of action from the early days of the FAME program is shown in Figure 1. This model draws on Desimone's (2009) model for examining professional development and outlines the basic features of the FAME model. It also provides a basic framework for the research and evaluation efforts carried out by the RE&D team.

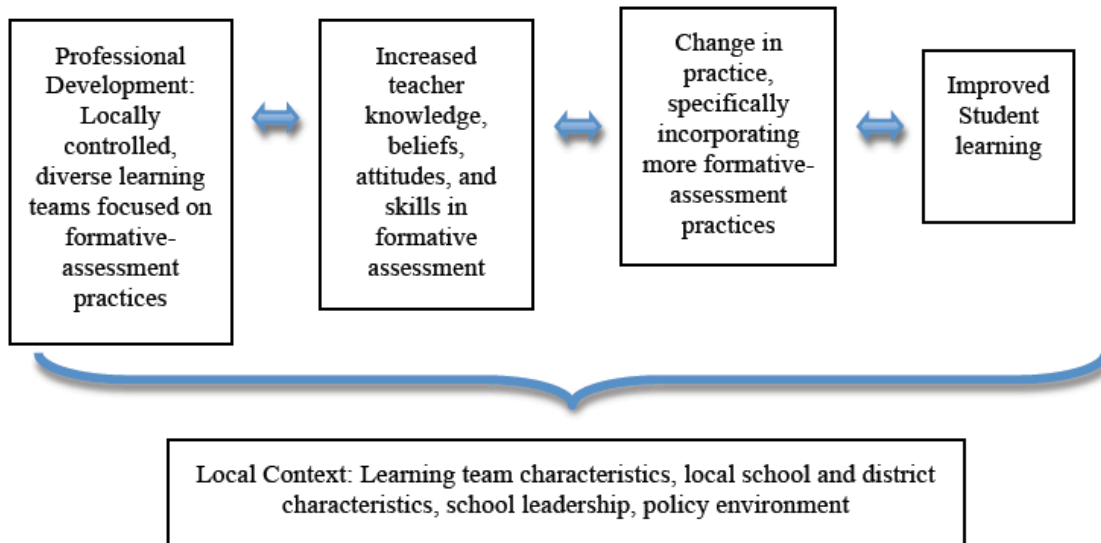


Figure 1. Outline of the FAME Professional Learning Model.

A more thorough description of the theory of action for the FAME program is shown in Figure 2. The chart provides information on the beliefs, inputs, processes, and outputs, plus anticipated short-term, immediate-term, and long-term outcomes, for the FAME program. It serves as an indicator to current or future FAME participants about why the FAME program was created, how it operates, what activities might occur, and what participants who successfully implement FAME may expect to happen because of their participation in the program.

This chart (and the logic model it describes) applies to the “traditional” way in which FAME Coaches come to the FAME program – as individual volunteers who agree to form and support a FAME Learning Team comprised of volunteers.

In the past school year, as well as in the 2024-25 school year, several districts chose to enroll larger numbers of Coaches in the FAME program. These sites are considered to be “district implementation sites.” Some of these district Coaches were volunteers, just organized differently (i.e., as a group). These Coaches formed Learning Teams in the traditional manner – recruiting volunteer teachers. Other individuals selected to lead district Learning Teams were directed to become Coaches, rather than volunteering to do so. These Coaches usually were also informed about which educators would be on their Learning Teams (in other words, the entire teams – both Coach and Learning Team members – might have been directed to participate in the FAME program).

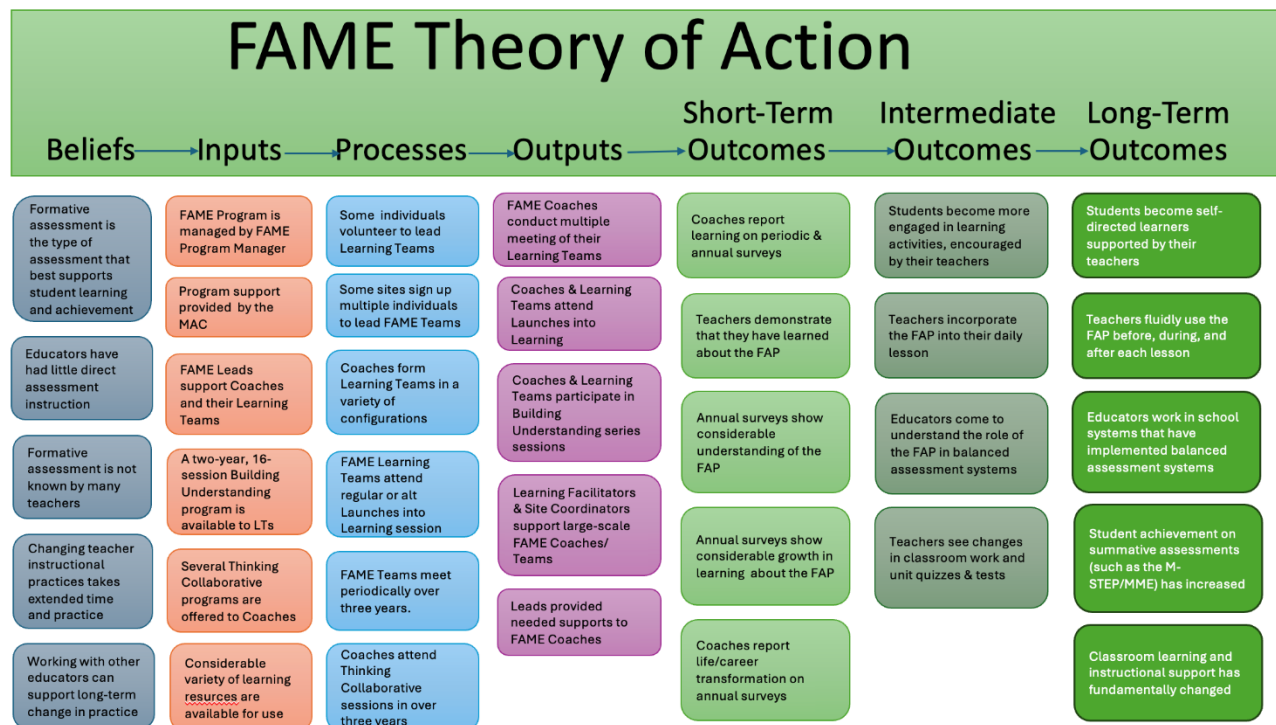


Figure 2. FAME Theory of Action

As groups of educators either volunteer or are told to participate in FAME, a different theory of action chart may be needed to describe the FAME program for these participants.

The impact of these different approaches to FAME program participation is a major research effort by the MAC FAME RE&D team and is addressed later in this report.

FAME Interim Program Manager Support of New MDE FAME Program Manager

During the previous school year (2023-24), the MDE FAME Program Manager (Kim Young) retired, making it necessary to appoint a MDE Interim FAME Program manager during the time MDE took to recruit and hire MDE's permanent FAME Program Manager.

As noted in the 2023-24 RE&D Team report, Tara Kintz served as the Interim FAME Program Manager from September 2023 to August 2024. A new MDE FAME Program Manager (Mary Helen Diegel) was selected by MDE to lead the FAME Program, starting in September 2024. With the hiring of a permanent FAME Program Manager, the role of Tara Kintz changed from serving as the interim FAME program manager to one of supporting the newly selected permanent FAME program manager. This support was slated to continue until such time as both Mary Helen Diegel and Tara Kintz felt it was no longer needed. The support role ended for Tara Kintz by April 2025.

As noted in the 2023-24 MAC FAME RE&D Team annual report, the Interim FAME Program Manager played a crucial role in managing and coordinating the FAME program during the transition between Kim Young, the former MDE FAME Program Manager, and Mary Helen Diegel, the new, permanent MDE FAME Program Manager. This support included:

- Planning and working with the MAC staff, event facilitators (Leads and contracted experts), and MAC Component Managers.
- Devising and supporting shared leadership among FAME Leads to capably create on-site presence at statewide events. The interim FAME program manager attended as many events as

able and maintained a regimen of check-ins with Leads that staffed events she was unable to attend.

- Working closely with the MAC Project Management Team and the FAME Leads to plan formative assessment trainings for 2024-25 and beyond, ensuring continuous improvement and relevance.
- Leading the FAME Leads in planning their quarterly meetings and coordinating their contributions to the range of development projects and initiatives in process.
- Using and sustaining the expert facilitator relationships the FAME program has had with Margaret Heritage, independent consultant, as well as Jane Ellison, from the Thinking Collaborative.

The Interim Program manager served as the accountability mechanism for MDE, managing the activities of the MAC, the FAME contractor. The Interim Program Manager also oversaw the execution of contracts, provided suggestions for future program changes, and coordinated with MDE on contract execution and reporting. Furthermore, the Interim Program Manager served as a spokesperson to ensure MAC's activities align with MDE priorities and other complementary MAC-led projects.

Upon the hiring of Mary Helen Diegel, the work of the Interim FAME Manager changed to support for Mary Helen Diegel. Tara Kintz assisted Mary Helen Diegel to understand what activities had transpired to consider FAME program activities in 2024-25 and beyond. Once Mary Helen Diegel felt comfortable in the MDE Program Manager position, Tara Kintz continued her prior role of Senior RE&D Specialist on the MAC FAME RE&D Team.

2024-25 MAC FAME Research, Evaluation & Development Activities

The purpose of this part of the report is to summarize the activities of the MAC FAME Research, Evaluation & Development (RE&D) Team – the areas in which work occurred, activities completed, and other activities still underway.

In 2024-25, the MAC FAME RE&D team was comprised of five roles and six individuals:

- Ed Roeber, RE&D Team Lead; MAC FAME Program Manager
- Tara Kintz, Senior FAME RE&D Specialist; Interim FAME Program Manager supporting MDE FAME Program Manager
- John Lane, Senior FAME RE&D Specialist
- Hannah Bagaric, FAME Survey Administrator and Data Analyst
- Sophia Schotts, FAME Survey Administrator and Data Analyst
- Jess Sinnaeve, FAME Program Assistant

The total FTE for the MAC FAME RE&D Team is approximately 1.8 FTE.

The overall goal of FAME RE&D team activities continues to be to provide information and resources that support the FAME leadership team (MDE FAME Program Manager and the FAME Leads) to assist them to better understand what FAME Coaches and Learning Team Members need to enhance their learning, how the FAME resources are being used, and what new resources might be useful in order to improve the FAME program.

Work of the MAC Senior FAME RE&D Specialists

The Senior RE&D Specialists for the FAME program (Tara Kintz and John Lane) play a pivotal role in advancing understanding and capabilities in the field of education relevant to teacher learning and the formative assessment process. These responsibilities include developing a wide range of resources tailored to enhance educational outcomes, as well as support of educator knowledge and use of the formative assessment process. This involves creating comprehensive training materials, instructional guides, and digital resources designed to support both the FAME Leadership Team as well as Michigan educators and students. Through careful consideration of current research literature and classroom practice, they ensure that these resources are both relevant and impactful, addressing the specific challenges and opportunities within the FAME program.

In addition to resource development, the Senior RE&D Specialists have conducted extensive evaluation and research activities to inform FAME program initiatives and guide the further development of the program. This has included administering detailed surveys to gather data from various stakeholders such as educators, students, and industry professionals. By employing a variety of data collection and analysis methods, they were able to extract valuable insights that shaped FAME program strategies. Their work involved careful data analysis to identify trends, and examine the effectiveness of our interventions, and uncover areas for improvement. These insights have been crucial in refining and enhancing the FAME program, ensuring that it remains responsive to the evolving needs of the stakeholders. Through this comprehensive approach, they have contributed significantly to the evidence-based decision-making processes that underpin the FAME project, ultimately driving its success in fostering educational excellence and student self-directed learning.

MAC FAME RE&D Research, Evaluation, and Development Activities

During the 2024-25 school year, the MAC RE&D team completed several research activities for the FAME formative assessment professional learning program. It also conducted several evaluative studies and gathered information from them on several topics such as the use of the FAME resources and supports for FAME program participation. It also developed additional resources for FAME participants. The MAC RE&D team ended the school year with other activities under way that are moving towards completion. All of these are in support of the FAME program for the Michigan Department of Education (MDE).

MDE provides an extensive array of resources related to the use of formative assessment process to participants in the FAME program. Coaches who participate in FAME have numerous print resources, video recordings, and other resources for their use in leading their FAME Learning Teams. While some of these resources are on the public FAME website, many more can be found on the gated website.

In addition, the Department provides several different types of in-person and virtual professional learning opportunities for Coaches to deepen their understanding of formative assessment, as well as facilitate the learning of the members of their FAME Learning Teams. The Department seeks to improve educator understanding and use of the formative assessment process via the research, evaluation and development studies it sponsors through the MAC. The MAC RE&D team carried out a variety of activities in support of the FAME program. This research and development work is unique among state education agencies and serves to keep Michigan at the forefront of research-based professional learning in formative assessment across the United States.

Annual Research Agenda – Each year, including the 2024-25 contract year, the MAC FAME RE&D team produces an extensive list of research, evaluation, survey, and resource development activities for the Team to pursue. This list is a combination of activities to address needs expressed by the MDE FAME Program Manager, FAME Leads, Coaches participating in the FAME program, and/or others who are engaged in implementing the formative assessment process. Some of these activities are completed within a contract year, while others require more than one year to complete or are on-going.

Priorities change from one year to the next, as does the annual list of activities. As the year progresses, needs and wishes for RE&D support emerge, and these are either addressed at the time or placed on the list of potential activities for future work.

The annual research agenda is presented to the FAME Program Manager for review and approval. The MAC FAME RE&D team meets at least monthly with the FAME Program Manager to review the status of work on each activity. These monthly meetings can result in a re-prioritization of the activities of the RE&D Team, inclusion of new activities, or deleting low priority activities.

A summary of the research, evaluation, and development activities engaged in by the MAC RE&D team during the 2024-25 school year are provided below, followed by more in-depth reports on several key FAME activities carried out by the MAC FAME RE&D team members and provided in several attachments to this report.

This portion of the report is divided into sections of similar activities, including the following:

- A. Resource Completion/Production
- B. New and Ongoing Surveys
- C. Create New Resources
- D. Conference Proposals, Presentations & Papers

- E. Research
- F. Other RE&D Activities
- G. Potential Future Projects & Activities (2025 and Beyond)

A. Resource Completion/Production

1. Complete/Publish Planning Going Deeper Resource

Planning is a powerful and often under-explored aspect of professional learning in formative assessment. While many resources focus on instructional strategies or assessment techniques, few support educators in developing intentional, student-centered planning practices that align with the formative assessment process. The FAME program stands out in this regard.

“Planning” is one of the five Components in the FAME framework of the formative assessment process, emphasizing its central role in supporting student learning. Participants in the FAME program bring valuable insights and experience to their planning. Yet, some initially interpret planning primarily in terms of what the teacher will do – traditional lesson planning – rather than also considering how to intentionally plan for student learning, particularly learning that is active, visible, and directed by the students themselves.

Throughout the year, Tara Kintz led the development of the extended FAME Guide focused on planning, including content development, refinement of the planning process steps, revisions to planning templates, clarification of key terminology, and alignment of the draft templates with the FAME Learning Guide. She also reviewed and revised Lead Formative Assessment Lesson Plans to prepare them for publication. The MDE FAME Program Manager requested that these planning examples, along with earlier approaches, be placed on the FAME website once finalized, made ADA compliant, and formatted for publication.

Tara continued to refine the extended guide, including work on content, the table of contents, and references. She submitted edits for graphics and flow charts for production with the MAC’s designer. By year’s end, she completed a full draft of the extended planning guide and submitted it to Margaret Heritage for review. Tara received feedback and is working on revisions. The aim is to finalize the extended guide in 2025 and share it as a resource to support deeper understanding and implementation of the formative assessment process across the FAME network.

2. Publish Student Agency Going Deeper Resource

Several years ago, participants in the CCSSO Formative Assessment for Students and Teachers (FAST) collaborative came to the realization that although much of the professional learning activities and resources were focused on teachers, the ultimate goal of these learning activities and resources were to transform student learning from being teacher-directed to more of a focus on student-directed learning. This revelation occurred within the FAME program as well, leading the FAME RE&D Team to consider how it might assist the FAME program in this transformation as well.

John Lane took on the task of creating a going deeper resource on student agency for teachers. He drafted the resource and sent it to review by some of the Leads. He updated the draft and then shared in with the MDE FAME Program Manager. While the original plan was for Mary Helen Diegel to write a new section for the resource, after checking with her, she and John decided that John would write this section, and send to her for her review.

He completed the writing and sent the updated resource to Mary Helen Diegel for her review. At the time of this writing, her response pending. She has committed to reviewing and commenting by July. In the meantime, John is going to restructure this going deeper guide to

match the structure of other Going Deeper guides John is working on the restructuring of this guide. John Lane and Mary Helen Diegel will meet in June to discuss next steps. He will move to production, hopefully by August 2025.

3. Publish Teacher Questioning Going Deeper Resource

Several years ago, John Lane prepared a paper for presentation to the annual American Educational Research Association on the topic of teacher questioning. The paper included an extensive review of the research and practice literature on the topic, including details descriptions of different types of questions, their purposes, and when they might most effectively be deployed.

So as not to forget the useful information provided John's paper (although it can be found on the gated side of the FAME website), John agreed to prepare a going deeper resource on teacher questioning. This resource expands on two of the 13 FAME Elements of the formative assessment process. After numerous drafts, reviews by members of the FAME RE&D team, the MDE FAME Program Manager, several of the Leads, and others, the resources, the resource was produced and is ready to be posted on the new website.

4. Update the *FAME Learning Guide and Coach Edition*

Over ten years ago, when the FAME R&D Team was housed in the College of Education at Michigan State University, the team sought to find new FAME Teams that it could study as the participated in FAME in years 1, 2, and beyond year 2. The Corunna Public Schools was identified by the then-MDE FAME Program Manager Kim Young for such work. The goal of this research was to observe instruction in classrooms on three consecutive days, record the same class, work with the teacher and colleagues to co-code the instructional and learning practices that took place, and then reflect with the teacher on how instructional plans might change because of co-coding the day's lesson.

While the MSU FAME R&D Team expected to find novices in the use of the formative assessment process, instead it found individuals such as Kristy Walters to be experienced users of the FAME formative assessment process. New teams were being formed, for sure, but the Team was interacting with experienced users. The R&D team has a rubric for observing the formative assessment process in use, and this was used as part of the observation of classroom instruction and learning. However, over the three day period, the Corunna teachers began to critique the rubric – it was too wordy, the research citations in it were not only odd but also contributed to making the performance level descriptions too wordy for easy teacher use, and most importantly, the dimensions of the rubric and the performance level descriptions did not adequately describe the dimension of effective use of the formative assessment process (in the eyes of the Corunna teachers). By the final day of the Corunna visit, the Corunna teachers and the MSU FAME R&D team set about creating a revised set of formative assessment components and elements.

After review by the then-MDE FAME Program Manager, this revised set of formative assessment components and elements was presented to the FAME Leads by Ed Roeber. Contrasting those was a presentation from Sara Bryant, formerly with Measured Progress, on the then-current definition of the formative assessment process (called TFAP). The Leads examined both, and in the end voted to select the Corunna/MSU R&D Team definition of the formative assessment components and elements for version 2.0 of the MDE program (not yet called "FAME"). In order to distinguish this new definition of formative assessment from the TFAP, Ed Roeber recommended calling the new program the Formative Assessment for Michigan Educators (FAME) program. After careful consideration, the then-MDE FAME Program Manager agreed.

This created a need for a new professional learning resource. It was to be called the *FAME Learning Guide (FLG)*. Tara Kintz agreed to write this resource. This was a major undertaking. It took over a year for draft chapters to be written by Tara, for Ed to review those, and for Tara to update the resource. Several Leads also provided support with the writing and review of the Guide. Round after round of write-review-revise occurred. Finally, the text for the *FLG* was completed and it was sent for production. It was published in 2017. A companion piece, designed for FAME Coaches (*FAME Learning Guide-Coach Edition*), was completed by John Lane.

Over the years from 2017 to the current time, several ways in which the *FAME Learning Guide* might be enhanced have been noted. With a new MDE FAME Program Manager at the helm, a decision was made to begin the arduous process of reviewing and revising both the *FAME Learning Guide* and the *FAME Learning Guide-Coach Edition*. Tara has begun this process sending invitations to the FAME Leads to review the current *FAME Learning Guide* and suggest where updates might be needed. Leads have been offered stipends if they choose to make the actual text edits, or if necessary, changes might be done by Tara or members of the RE&D Team or others. Tara has also convened a group of experts, including individuals from MDE as well as other experts, who will provide additional feedback for revisions in the areas of students with disabilities and second language learners.

The goal is not a wholesale revision to the *FAME Learning Guide*, nor changes in the five Components and 13 Elements that currently define the FAME formative assessment process. Instead, changes will more like tweaks in areas by indicating how improved, student agency is a key goal of educator professional learning, how teacher questioning might be more strategic, or how artificial intelligence (AI) might be used to provide formative feedback to students (in addition to teacher or peer formative feedback).

Planning for the areas of enhancement to the *FAME Learning Guide* is currently under way; actual revisions will likely occur during the first year or two of the new MAC FAME contract. As before, Tara will be taking the lead on revising the *FAME Learning Guide* and John will be taking the lead on revising the *FAME Learning Guide-Coach Edition*. This is a major activity for both of them, which may have an impact on other work they are able to support.

5. Complete Other Resources

During this school year, other resources were completed, usually as requested by FAME Leads or Coaches. New resources include:

- Think Point: Grading and the Formative Assessment Process (John Lane)
- Think Point: Working Together to Successfully Use the Formative Assessment Process with Students with Disabilities (Sheryl Lazarus and Tara Kintz)
- Going Deeper: A Guide to Teacher Questioning to Engage Students in the Formative Assessment Process (John Lane)

B. New and Ongoing Surveys

During this contract year, the MAC FAME RE&D Team invested significant time and energy in conducting surveys of various FAME professional learning activities. It had been some time since the Team last asked post-professional launch survey questions or attempted to answer key research questions using surveys. While these efforts provided valuable information for FAME program leaders, several of these surveys will not be repeated next school year. A

review of each survey activity is included below; more detailed reports are provided in the attachments to this annual report.

6. Thinking Collaborative Program Data Summary 2024-25

Programs offered by the Thinking Collaborative have long been a mainstay of the FAME program. Sessions such as Adaptive Schools and Cognitive Coaching have been made available to Coaches at no cost—a substantial benefit of joining the FAME program and leading a FAME Learning Team. Despite the consistent availability of these sessions (i.e., Adaptive Schools in Year 1; Calibrating Conversations Days 1–4 in Year 2; and Days 5–8 in Year 3, along with other offerings), formal evaluations of their impact had not previously been conducted. Each program spans is only offered as in-person professional learning.

To address this gap, the MAC FAME RE&D Team developed outcome surveys to be administered at the end of Day 4 and Day 8 of each program. The Day 8 surveys were especially important, as they aimed to gather feedback on the usefulness and impact of these sessions on Coaches in their roles leading FAME Learning Teams.

Sophia Schotts conducted the initial analysis and shared the findings with the RE&D Team, Mary Helen Diegel, and the Leads for the 2024–2025 school year. In reviewing the data, Sophia found that Coaches found the trainings to be highly beneficial and described many meaningful applications to the work with their learning teams. She will continue to analyze the data more deeply and communicate trends and broader insights.

Sophia's report on the beneficial outcomes of the Thinking Collaborative program is included as **Attachment A**.

7. Launching into Learning - In-Person vs. Virtual Launch Analysis 2024-25

Since the onset of the COVID-19 pandemic, FAME Launching into Learning sessions have primarily been offered virtually. This shift likely impacted the experience of new Coaches and Learning Teams due to two key differences. First, virtual Launches were shortened to a half-day (approximately three hours), while earlier in-person Launches were a full-day experience (approximately six hours). Second, many District FAME sites (i.e., large-scale sites) hosted their own full-day, in-person Launches during summer or early fall 2024—before the school year began.

"Traditional Coaches" are those who individually volunteer to lead a FAME Learning Team and typically signed up for MAC-organized Launches in fall 2025. "District Coaches" are typically part of a larger district effort and may have been recruited or assigned. Most of these teams participated in district-organized Launches.

During the 2024–25 school year, the FAME program scheduled six virtual and three in-person Launches into Learning. Due to low attendance, only one of the three in-person events was ultimately held. Additionally, one of the six virtual events was also cancelled. However, there were several in-person Launching into Learning sessions offered for specific district sites. The MAC RE&D Team developed a post-event outcome survey to gather participants' perceptions of content quality, their learning, and their readiness to lead a Learning Team. The team was intentional in ensuring Leads did not feel the survey was an evaluation of their facilitation.

Additionally, the February Coach Update Survey included four questions about FAME's professional learning offerings. Both Traditional and District Coaches expressed strong interest in both virtual and in-person sessions, but preferences varied: Traditional Coaches prioritized

in-person learning, while District Coaches favored virtual sessions, ranking in-person learning last.

Sophia's report on the survey data from the in-person and virtual Launches is included as **Attachment B**.

8. Building Understanding Series End of Year Report 2024-25

In 2024–25, the FAME Leads fully redesigned the Building Understanding series. Sixteen session topics were selected—eight delivered this year, with the remaining eight scheduled for 2025–26. Following each session, participant feedback was gathered using a Padlet. To collect more in-depth insights, a brief survey was also administered after one of the Building Understanding sessions. The MAC RE&D Team compiled and analyzed this data as sessions concluded.

Sophia tracked and analyzed the responses, then summarized insights for each session and shared them with Mary Helen Diegel and the Leads. Additional analysis will continue as the remaining sessions are offered.

Sophia's report on the value and impacts of the Building Understanding series is included as **Attachment C**.

9. Conduct Brief Participant Evaluation Surveys After Each FAME Event

Following each FAME event, participants are asked to complete a brief evaluation survey. Ed recommended making this a standard practice. This process is underway. Tara communicated with Leads and presenters to clarify the survey types, their administration timelines, and how results would be shared. Tara and Sophia have worked closely to coordinate survey planning and administration, using tracking documents aligned with the events schedule.

10. FAME Periodic Surveys of Coaches Cumulative Summary 2024-25

The MAC RE&D Team designed and administered five periodic Coach surveys throughout the 2024–25 school year, with the final round embedded in the annual Coach survey. Questions were carefully drafted, reviewed, and revised in advance.

After the March Coach Update Survey, the April periodic survey was included in the End-of-Year survey. Tara and Sophia worked together on administration and will create a plan for periodic surveys in the next school year. Sophia compiled responses by Lead, so each received both individual and summary reports for their assigned Coaches. These were shared shortly after each survey closed. In addition, FAME Lead LeeAnn Moore prepared a summary of results across all participating Coaches and shared it with the full group of Leads.

Sophia's summary of periodic survey results is included as **Attachment D**.

11. Conduct and Analyze Annual Coach and Learning Team Member Surveys

As in previous years, the MAC RE&D Team administered the annual end-of-year surveys for both Coaches and Learning Team members Attachments E1 (Coach) and E2 (Learning Team Member) provide a blank copy of each survey used. Sophia and Tara reviewed and updated the instruments, removing outdated questions and adding relevant ones while being mindful of survey length. The updated drafts were reviewed by the RE&D Team and shared with Mary Helen Diegel before launch.

Sophia managed survey administration, reminders, and support for Coaches and Team members. She closely monitored response rates and oversaw survey closure.

Sophia began analyzing the responses and identifying key insights. Tara, Sophia, and John collaborated on coding open-ended responses from both surveys. Sophia and Tara prepared the presentation for use at the Lead Retreat in July 2025.

In reviewing the survey data, Sophia found that Coaches reported strong support for formative assessment and significant growth in their understanding and application of the formative assessment process. Many described a renewed enthusiasm for teaching and an increased sense of collective efficacy within their Learning Teams. Coaches highlighted progress in key components of the formative assessment process—particularly in collaboratively sharing ideas, supporting the implementation of formative assessment, and using learning targets in student-friendly language. However, the data also revealed a continued need for support in implementing self- and peer assessment, as well as time for meaningful collaboration. Coaches expressed a desire for additional resources such as model videos, practical tools, and opportunities for shared learning. These insights affirm the positive impact of the FAME program while identifying targeted areas for future development.

In addition to the valuable insights shared by Coaches, survey responses from Learning Team Members further highlight the FAME program's impact on educator growth and student learning. Learning Team Members reported strong growth in their understanding and use of the formative assessment process after participating in the FAME program. Participants noted increased confidence, particularly in areas where they initially felt less prepared, such as peer assessment, self-assessment, and eliciting evidence of student understanding—each showing gains of over 25%. These findings point to the effectiveness of the program in building both knowledge and classroom practice.

When asked to describe their use of the formative assessment process, LTMs most often cited strategies related to eliciting student thinking through group work and discussion. While this demonstrates progress, responses suggest opportunities to expand practice across a wider range of strategies. Participants also reported that collaborating with colleagues—especially sharing ideas about formative assessment—was one of the most valuable parts of their experience. This structured collaboration not only supported teacher learning but also translated into notable student impacts, including increased engagement, improved self-regulation, and better use of feedback.

Overall, LTMs described FAME as a positive and beneficial experience, praising its clarity, relevance, and practical tools. At the same time, some participants expressed a desire for shared understanding about the purpose of formative assessment across their schools, and a few noted the need to refresh content to maintain engagement. Despite these suggestions, the overwhelming response was one of appreciation. Educators shared how the program helped them become more intentional, reflective, and effective in their teaching—strengthening both their practice and their students' learning outcomes.

Sophia's summary reports on the annual surveys are included as **Attachment F1** (Coaches) and **Attachment F2** (Learning Team Members).

C. Create New Resources

12. Using the FAP Effectively with Students with Disabilities

A need for support, raised by educators who work with students with disabilities, is how the formative assessment process could be used with these students by those who provide instruction to them. The challenge is both the range in levels of severity and nature of the

disabilities that these students exhibit, as well as how instruction to these students is provided. Most students with disabilities can benefit from academic instruction in regular classrooms taught by general education teachers. A small percentage of students with the most severe intellectual disabilities are taught exclusively in resource rooms led by special educators. Finally, some students with mild to moderate disabilities may receive academic instruction in both the general education and resource room locations provided by a general education and a special education instructor.

To assist both general education and special education teachers of students with disabilities, the MAC FAME RE&D Team has commissioned the preparation of several resources. These include a review of the current *FAME Learning Guide*, as the revision of it is starting (see item 4 above), writing a Think Point on how the formative assessment process can be used with those who teach students with disabilities, and finally, a going deeper guide for those who lead the instruction of students with disabilities (both general education and special education teachers in general education or special education settings (or both)).

The MAC contracted with Sheryl Lazarus, retired CEO of the National Center for Educational Outcomes (NCEO), University of Minnesota to carry out all three of these activities.

Tara is coordinating a team to work with Sheryl Lazarus about resources in this area. This team includes Kristy Walters, a special educator from Corunna and a FAME Lead, Mary Helen Diegel, and Ed Roeber.

Sheryl reviewed the current *FAME Learning Guide* and provided her feedback, with the goal of highlighting how the *Guide* can promote the formative assessment process by and for students with disabilities. Tara communicated it out to the team that she would like to have Sheryl complete a proposal for doing some of the writing for the revisions she recommended in the feedback for the FLG.

Her work on the Think Point is complete and has been sent for production. It should be ready for posting to the new website by September 2025.

Tara and Ed provided input on the development of the going deeper guide with Sheryl. Tara and the team met with Sheryl to review the outline she developed and provided feedback on it. In the going deeper resource, Sheryl will illustrate how teachers can adjust instruction to the level of student learning and encourage these students to achieve learning targets set for all students.

13. Grading and the FAP

John wrote an extended blog post on grading within competency-based educational programs for another program (MiPAC). Because of interest in the topic of how grading requirements and practices can affect the use of formative assessment and vice versa, John agreed to adapt the text of how blog post to prepare a FAME Think Point for the FAME Program. John draft of piece, which Ed reviewed. John and Ed engaged in a couple rounds of revision. Then, John shared the revised draft with Tara for her to review. Based on Tara's feedback, John has revised the document and sent to Mary Helen Diegel for her review. John incorporated Mary Helen's feedback into the document. Then John sent the final version of the Think Point to Linda Wacyk for production. Once produced and proofed, this resource will be added to the FAME website resource bank for future use by FAME Coaches and their Learning Teams.

14. Resources on Culturally Responsive/Sustaining Practices and the FAP

Tara Kintz and Amelia Wenk Gotwals drafted a research paper on the use of culturally responsive/ sustaining educational (CRSE) practices and the formative assessment process in science education. The paper was submitted to a journal for publication in a science education research journal. Tara received feedback on the article from the journal with a request for rather immediate changes to the paper (which is normally a positive sign of interest in accepting a paper for publication). Instead, Tara received a request for another round of revisions on the paper. She met with Amelia and completed those revisions. Tara submitted the revised manuscript. However, it was not accepted for publication. Tara and Amelia looked elsewhere for submitting the article for publication. Tara reviewed the feedback from the journal article with Amelia to determine next steps. Tara reviewed other research and resources on CRSE to inform the FAME work. Tara met with Amelia to discuss other journal options for submission and selected one. She reviewed the requirements for the article and will work on reducing the journal article to 8,000 words and then resubmit the article. If these plans don't result in a journal publication, then the article may be produced in-house by the FAME program.

15. Student Self-Directed Learning (Portrait of a Learner)

The FAME program continues to evolve its focus from supporting what teachers do to implement formative assessment, to recognizing the equally –if not more– important role of students in the process. This shift toward student agency and self-directed learning has become a central goal of the program.

To support this shift, the FAME leadership team, including members of the Research, Evaluation, and Development (RE&D) team, visited two school sites where formative assessment had been effectively implemented in ways that transformed classrooms from teacher-directed to student-centered learning environments. These visits raised important questions: *How did these teachers successfully make that shift? What strategies enabled students to become self-directed learners after years of more passive instructional experiences? And what can be learned from these transformations to guide others?*

One key strategy has been to collaborate with Hilary Johannes, a classroom teacher in Chandler, AZ. During the FAME team's visit to her classroom, they were struck by how actively her students engaged in their learning and how clearly they articulated their role in the formative assessment process. Students expressed appreciation for being able to direct their own learning and even noted a desire to experience this approach in their other classes. Other teachers demonstrating similar transformations are also being identified for future collaboration.

Tara Kintz has worked closely with Hilary to better understand how she prepares students – many of whom have never experienced student-led learning – for this transition. Their conversations have focused on classroom setup, scaffolding, and routines that support agency and independence. Hilary has been invited to present her work at the Michigan Assessment Consortium's *Building a Better Assessment Future* (BBAF) conference in August 2025, with Tara providing ongoing support.

To further inform and illustrate this work, Hilary administered the SAIL (Student Agency in Learning) survey to gather student feedback on their learning experiences. She shared a summary of the results and a folder of supporting resources with Tara, who reviewed and analyzed the data. The survey was re-administered in the spring to capture further insights. Together, they are developing a resource to share Hilary's approach to fostering student ownership – supporting students in compiling and presenting their work through exhibitions

of learning (or student-led conferences and portfolios) – while also highlighting her classroom’s work on the “Portrait of a Learner.”

Tara provided an outline, data compilation and analysis template, and feedback. The two have continued to meet regularly to refine the resource and discuss progress. Hilary arranged for her district videographer to record student learning in action, and she is currently seeking the necessary permissions to share the footage. As this work progresses, Hilary and Tara are collaborating to create a comprehensive, practitioner-friendly resource that captures key elements of student self-directed learning and offers guidance to other educators working to make similar shifts in their classrooms.

16. Observation as an Assessment Strategy Learning Point

Observation of students is something that happens on an on-going basis in classrooms, so it is a natural to think about as an assessment process. This said, however, observation as an assessment tool is not a method teachers typically think about using when gathering evidence of student learning. A first draft a two-page Learning Point has been written but needs additional work. For example, research citations are needed, especially in reference to how observation can be carried out reliably in structured or unstructured classroom settings in order to yield valid, actionable data for use by teachers. Ed has gathered research findings to add to the paper and plans to will update this resource as time permits.

17. Misunderstandings and Myths About the Formative Assessment Process.

Ed and John have produced several resources in this topic area and John continues to think about new resources in this area as well.

Ed created a short piece titled “Misunderstandings About Formative Assessment” that presents examples of different misunderstandings about formative assessment by providing examples of how these might be described, as well as explanations to clarify each misunderstanding. He explains why these are misunderstandings about formative assessment and provided clarifications of each misunderstanding.

John has written several myths documents. The titles of past myths publications include the following:

- Professional Learning that Changes Practice: Suggested Focus for Lasting and Effective Implementation of the Formative Assessment Process
- See the Forest *and* the Trees: Ensuring Implementation of Formative Assessment as a Cohesive Process
-

John is in the process of writing another “myths” document, this one titled “Cultural relevance and responsive: do students have cultural expectations that learning at home and learning at school will be similar?” John has been reading and researching this topic of “student cultural expectations” and has begun writing a new myths resource on culture, funds of knowledge, and the formative assessment process. It is anticipated that this new resource will be written, produced, and published next school year.

18. Professional Learning Structures that Align with Desired Classroom Innovations

Tara received a request from FAME Leads preparing to present at a Thinking Collaborative conference on connections between professional learning structures and the formative assessment process.

In response, she developed an overview of research on how the design of professional learning can support the successful implementation of desired classroom practices. For example, if the goal is for teachers to adopt more learner-centered instructional approaches, professional learning should model those same approaches – allowing educators to experience the intended instructional shift firsthand. Rather than relying on traditional lecture-style delivery, professional learning that reflects the desired classroom practices can help teachers internalize the transformation and better understand the learner’s perspective.

This exploration has the potential to inform and enhance professional learning offerings within the FAME program. A key guiding question is: *How can FAME create professional learning experiences that allow teachers to feel the transformative impact of the formative assessment process as learners themselves – thereby motivating and equipping them to bring these practices into their classrooms?*

Ed raised the possibility of distilling this work into a Learning Point (or a Think Point, if a longer format is needed). Tara has begun reviewing relevant research and resources to explore this idea further and assess its potential contribution to the FAME knowledge base.

19. Using the FAP Effectively with English Learners

This resource might illustrate how teachers can use the formative assessment process successfully with English learners regardless of their levels of English language development, past educational experience, or current sites for learning both English generally and learning to use the language of ELA, mathematics, science, and social studies to keep them on target to achieve and use age-appropriate content in those academic classes. Ed contacted Edynn Sato about a role in creating a new resource next school year. Edynn has expressed interest in assisting with the activity.

As this report is being written, Ed has drafted a work statement for Edynn to provide two resources in their area. These include a Think Point on the use of formative assessment process with English learners in learning English generally as well as learning the language of ELA, mathematics, science, and social studies (areas for which WIDA has prepared outcomes for students to achieve). The second resource will be a longer one: a going deeper resource designed to summarize the ideas presented in the Think Point in the first part and then describe a process by which instructors of English learners can learn to use formative assessment practices effectively with these students regardless of whether in a language development resource room or an academic classroom in ELA, mathematics, science, and social studies.

Work on the Think Point will occur this school year and may continue next school year. The goal for the going deeper resource is to have it drafted, reviewed, finalized, produced, and published next school year.

D. Conference Proposals, Presentations & Papers

20. Prepare and Submit Proposals for AERA, NCME, MSTC, and CCSSO Conferences

The MAC FAME RE&D Team has prepared and submitted proposals for various conferences that occur annually or periodically. The success of the proposal submission process is described below. The titles of presentations made (or planned) are also listed below.

American Educational Research Association – 2025 Annual Meeting

The MAC FAME RE&D Team submitted one proposal for the 2025 AERA Annual meeting. One proposal was accepted. The MAC FAME RE&D Team made the following presentations:

- Kintz, T., Lane, J., & Roeber, E. (2025). *Renewing education through collaborative professional learning: Enhancing formative assessment for equity and justice*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

American Educational Research Association – 2026 Annual Meeting

The MAC FAME RE&D Team submitted three proposals for the 2026 AERA Annual meeting. These are:

- Nui-Cooper, R., Gu, W., Malakowsky, D., & Lane, J. (2026). *Using artificial intelligence to help teachers enact formative assessment practices with English language learners: Possibilities and Pitfalls*. Paper proposed for presentation at the annual meeting of the American Educational Research Association, Los Angeles, CA.
- Kintz, T., Lane, J., Johannes, H., & Carmody, S. (2026). *Centering Student Voice: Insights into Self-Regulated Learning from Classroom Survey Data*. Paper proposed for presentation at the annual meeting of the American Educational Research Association, Los Angeles, CA.
- Roeber, E., Kintz, T., Schotts, S., & Lane, J. (2026). (2026). *Formative Assessment in Practice: Sustaining Professional Learning Through Coach and Learning Team Insights*. Paper proposed for presentation at the annual meeting of the American Educational Research Association, Los Angeles, CA.

At the time when this report was prepared, decisions about these proposals had not been announced.

Mid-Western Educational Research Association Conference

- Gu, W., Nui-Cooper, R., Malakowsky, D., & Lane, J. (2025). Preservice teacher perception changes on formative assessment through AI-supported FAME model instruction. Paper proposed for presentation at the annual meeting of the Mid-Western Educational Research Association, Milwaukee, WI.
- Nui-Cooper, R., Gu, W., Malakowsky, D., Lane, J. (2025). Using AI to support differentiated instruction for multilingual learners. Paper proposed for presentation at the annual meeting of the Mid-Western Educational Research Association, Milwaukee, WI.
- Malakowsky, D., Gu, W., Nui-Cooper, R., & Lane, J. (2025). Integrating the Sheltered Instruction Observation Protocol (SIOP) and the Formative Assessment for Michigan Educators (FAME) Components and Elements. . Paper proposed for presentation at the annual meeting of the Mid-Western Educational Research Association, Milwaukee, WI.

National Council on Measurement in Education – 2025 Annual Meeting

The MAC FAME RE&D Team submitted five proposals for the 2025 NCME Annual meeting. Two of these were accepted. The MAC FAME RE&D Team made the following presentations:

- Roeber, E., Kintz, T., Lane, J., Vorenkamp, E., & Diegel, M. (2025) Formative assessment or the formative assessment process – the -s makes the difference. Training session presented at the annual meeting of the National Council for Measurement in Education, Denver, CO.

- Lane, J. & Kintz, T. (2025). Teacher evaluation as a data use intervention: A frame analysis. Paper presented at the annual meeting of the National Council for Measurement in Education, Denver, CO.

National Council on Measurement in Education – 2026 Annual Meeting

The MAC FAME RE&D Team plans to submit the following proposals for the 2026 NCME Annual meeting:

- Lane, J., & Roeber, E. (2026). *Findings from Districtwide Implementation of the Formative Assessment Process*. Proposal submitted to the annual meeting of the National Council on Measurement in Education, Los Angeles, CA.
- Kintz, T., & Heritage, M. (2026). *Planning for the Use of the Formative Assessment Process*. Proposal submitted to the annual meeting of the National Council on Measurement in Education, Los Angeles, CA.
- Lazarus, S., Walters, K., Kintz, T., Roeber, E., (2026). *Using Formative Assessment Practices to Promote the Learning of Students with Disabilities*. Proposal submitted to the annual meeting of the National Council on Measurement in Education, Los Angeles, CA.
- Sato, E., Roeber, E. *Using Formative Assessment Practices to Promote the Content and Language Learning of English Learners*. Proposal submitted to the annual meeting of the National Council on Measurement in Education, Los Angeles, CA.

At the time when this report was prepared, decisions about these proposals had not been announced.

National Council on Measurement in Education – 2024 Classroom Assessment Conference

The MAC FAME RE&D Team made the following presentations:

- Kintz, T. & Gotwals, A. (2024). Theory, application, and implications of culturally responsive assessment. Promoting Student Agency in Science: Assessment for Learning Grounded in Culturally Responsive and Sustaining Pedagogies. Paper at National Council for Measurement in Education, Classroom Assessment Conference, Chicago, IL.
- Kintz, T., Lane, J., & Roeber, E. (2024). Collaborative teacher learning cultures to support formative assessment practices. Paper at National Council for Measurement in Education, Classroom Assessment Conference, Chicago, IL.
- Kintz, T., Lane, J., & Roeber, E. (2024). Scaling Up Formative Assessment Practices: Sustained Support for Collaborative Learning Cultures to Build Educator Capacity. Paper at National Council for Measurement in Education, Classroom Assessment Conference, Chicago, IL.
- Lane, J. & Roeber, E. (2024). Policy and contextual considerations in formative assessment. Paper at National Council for Measurement in Education, Classroom Assessment Conference, Chicago, IL.

- Moore, L., Roeber, E., Lane, J., Vorenkamp, E., Kalmbach, N., & Diegel, M. (2024). Scaling up effort to achieve balance in classroom assessment: An ambitious project to promote assessment equity for all students. Paper at National Council for Measurement in Education, Classroom Assessment Conference, Chicago, IL.
- Roeber, E. (2024). Navigating challenges of scaling and spreading assessment literacy: Lessons learned. Paper at National Council for Measurement in Education, Classroom Assessment Conference, Chicago, IL.

National Council on Measurement in Education – Artificial Intelligence in Measurement and Education (AIME-Con)

Mike Maksimchuk (Kent ISD), Ed Roeber, and Davie Stores (Kent ISD) prepared a proposal and paper for this conference on this topic:

- Maksimchuk, M., **Roeber, E., Stores, D.** *Generative AI in the K–12 Formative Assessment Process: Enhancing Feedback in the Classroom*

At the time when this report was prepared, decisions about these proposals had not been announced.

In conjunction with the preparation of this paper on the use of AI and the formative assessment process for the AIME-Con conference, Mike Maksimchuk prepared two different Learning Points related to this topic. These include:

- How to use GPTs to Assist with Prompting in the Formative Assessment Process
- How to use GPTs as an Ideator for Student Assessment Items

Michigan School Testing Conference – 2025

The MAC FAME RE&D Team made the following presentations:

- Dewsbury-White, K., Vorenkamp, E., Roeber, E., and Snead, S. (2025). Equity in assessment equal equity in achievement. Workshop presented at the Michigan State Testing Conference, Ann Arbor, MI.
- Kintz, T., Lane, J., & Walters, K. (2025). *Unlocking potential: Student centered assessment for equity*. Session presented at the Michigan State Testing Conference, Ann Arbor, MI.

Michigan School Testing Conference – 2026

The MAC FAME RE&D Team submitted four proposals for the Michigan School Testing Conference. One of these was accepted, including:

- Lazarus, S., Walters, K., Kintz, T., Roeber, E. (2026). *Inclusive by Design: Leveraging Formative Assessment to Support Students with Disabilities*. Proposal submitted to the Michigan School Testing Conference, Ann Arbor, MI.

CCSSO National Conference on Student Assessment - 2025

The MAC FAME RE&D Team submitted five proposals for the 2025 NCSA. None of these were accepted

21. Post selected conference materials on FAME website.

Selected conference presentations and related papers will be uploaded to and made available via the updated FAME website.

D. Research

22. District FAME Implementation – Impacts, Issues, Engagement, and Learning

As several districts have discovered the power of the formative assessment process, they seek to engage many or all teachers in learning about and learning to use the formative assessment process. These districts seek to provide Launches locally during the summer and fall and then support the learning in ways that make sense for them. It is important to maintain some consistency across sites to ensure equitable implementation and alignment with state-supported goals, while still allowing for local adaptation. We aim to balance flexibility with a coherent model, particularly when state resources are being allocated.

John prepared a plan for this research this school year, including the sites to be studied and what steps would be taken to study them. John prepared a research plan for Ed to review and provide feedback. Ed asked John to select sites for interviews and to conduct those. John reached out to sites to see if he could schedule interviews. In addition, he reviewed the FAME periodic survey data to assist in determining the level of participation of district FAME Learning Teams. A summary of this report is shown in **Attachment G**. This work will continue during the next school year.

23. Classroom Research

Filming and interviewing of Sean and his students has been completed. John has put together an interview protocol with Sean. David prepared 18 video segments from this.

24. Study of Undergraduate FAME Learning Teams

John Lane has been meeting with Rui Nui and Wei Gu (her colleagues at GVSU) and the three are planning a longitudinal study that will begin this year. They started by following Wei this year as she attended the in-person FAME Launch into Learning on November 5, 2024. (Rui registered herself for this event as part of her “team”) and then set about redesigning her assessment course for the fall of 2025.

Phase 2 will include observation of Wei’s restructured assessment class (for undergraduate future teachers) to integrate the FAME components and elements into the classes. Research methods include interviews with Wei and some of her students, and an analysis of class artifacts and assignments.

In Phase 3, year three and beyond, a few select students from the undergraduate class will be followed as they enter teaching to capture their experiences. John, Rui, and Wei met several times in November. In addition, John has interviewed Wei twice about her background and hopes for the future of the assessment course. The team has also brought another member onto the team, Daniel Malakowsky, an adjunct professor at GVSU. He will also be revising his assessment course and John will be interviewing him as well. The team continues to meet weekly and has identified a topic for the first paper – a theoretical paper that compares the Sheltered Instruction Observation Protocol (SIOP) Model with the formative assessment process. Additionally, John continues to record curriculum meetings and conduct research interviews with the team (Daniel, Wei, Rui).

In June, the team submitted three proposals for the Midwest Education Research Associate (MWERA) conference in Milwaukee. In addition, the team is preparing to submit proposals for

one paper session and symposium at the American Educational Research Association Conference in spring of 2025. Once these proposals are submitted, team will continue to meet regularly to develop papers for publication. The team has identified research topics and secured relevant literature.

E. Other RE&D Activities

25. Review and Update the FAME website

Members of the FAME RE&D Team provided considerable support for updating the FAME website. This support included a thorough review of the over 400 resources on the current site, determination of which resources should be deleted, re-branded, or retained as is. This support extended to coding each resource using a standard set of filters so that they can be located on the FAME website Resource library. Finally, the RE&D created the first draft of the text that would appear on many of the updated website pages. The new website is live and users have been transitioned to it. Tweaks are occurring as needed.

26. Create Illustrations and Explanations of Using the FAME Planning Template

In response to a request from FAME Leads, initial development began on a project to create short videos illustrating the formative assessment planning template. These videos will feature Leads explaining specific sections of the template and providing concrete examples of how portions of lessons can be planned and implemented across various content areas—including ELA, mathematics, science, and social studies—at the elementary, middle, and high school levels.

An initial overview of proposed video topics and potential project structures has been developed. Tara Kintz met with Dave to clarify the process, discuss logistics, and identify next steps. Dave created a preliminary budget, and Tara developed a sign-up form and planning outline for the video recordings. A survey was sent to FAME Leads to gauge interest and collect sign-ups, and the topic was further discussed at a recent Lead meeting.

During that discussion, Leads raised an important consideration: the upcoming review and potential revisions to the FAME Learning Guide (FLG) may have implications for the planning template and associated videos. As a result, the team agreed it may be best to delay production of the videos until the FLG content review is complete.

Tara will continue to coordinate with Dave and the Leads on timelines and next steps as this work evolves.

27. Provide support for the Assessment *for* Learning Community

Planning for the Assessment *for* Learning Community is moving forward, with consideration being given to how we might build strong, non-competitive relationships among attendees. Planning for the future meetings is continuing. Tara Kintz from the MAC FAME RE&D team is providing support for this planning along with Kathy Dewsbury-White, Margaret Heritage, and Caroline Wiley.

F. Potential Future Projects & Activities (2025 and Beyond)

Throughout the school year, potential new activities for the FAME RE&D Team to address are raised. These can come from Coach requests to the Team, needs expressed by Coaches in the periodic surveys, as well as ideas from the MDE FAME Program Manager or the MAC Project Management Team. Mindful of the current activities under way involving the MAC FAME RE&D Team members, as well as the relatively modest Team FTE, not all identified potential activities can be worked on and completed in any school year. The coming school year is not an exception to

this, with major activities such as updates to the *FAME Learning Guide* and the *FAME Learning Guide-Coach Edition* under way.

A. Connecting Understanding by Design to the FAME Formative Assessment Process

This resource would describe how work on understanding by design and the FAME formative assessment process can be implemented in a supportive manner.

B. Annotated List of Resources for Use by FAME Learning Teams

Some Coaches seek additional print and other resources for use with their Learning Teams. This annotated list of additional resources could assist Coaches to select resources useful for the Team's learning. Because a review of literature that supports learning about and learning to use the formative assessment process is being undertaken for the planned updates to the *FAME Learning Guide*, it may be possible to produce a resource that extracts the research cited in the *FAME Learning Guide* in order to provide the summaries of this research for those interested in such research.

C. Formative assessment and MICIP: How Do They/Should They Work Together?

A Learning Point on this topic was requested. Ed approached Nicole Kalmbach about writing such a resource, and she indicated her interest and availability to do so. Ed will be preparing a work agreement with Nicole Kalmbach to cover this work during the next school year.

D. I Attended a Launch into Learning...Now What?

This resource would explain how a new Coach and Learning Team might start their FAME journey and the resources available to them to do so successfully. This need has been addressed in the New Coach webinars provided to new Coaches during spring 2025. Also, the MAC FAME RE&D Team considered that this type of information might better be added to the *FAME Learning Guide-Coach Edition*, rather than produce a new resource. It might make the Coach Edition more user-friendly if the resources available to Coaches were added to this resource rather than produce a new one.

G. Demonstrating the Effectiveness of the Michigan FAME Program

At the May 2025 meeting of the Technical Advisory Committee for MDE's assessment programs such as M-STEP, MME, MI-ACCESS, and WIDA, the MAC FAME Program Manager made a presentation about Michigan's FAME program. While TAC members were interested in learning about the FAME professional learning program, they were even more interested in the intended outcome of the program and evidence of it meeting those goals. These may appear on the surface to be easy questions to address and answer, but in reality, they are not. Thoughts about demonstrating the effectiveness of the FAME program in Michigan are outlined in a paper attached to this report (see **Attachment H**).

The primary issue that makes this research challenging is that the professional learning activities for teachers occur across three or more school years, and most often, a student has a teacher for only one school year. It is unreasonable to expect the FAME professional learning program to produce a remarkably more effective teacher after the first year in the FAME program, when teachers are reading about and studying what the formative assessment process means.

For the full effectiveness of professional learning in the FAME program to be investigated, the student must have instruction provided in adjacent grades or courses by three well-trained teachers to experience the "full effect" of FAME professional learning. However, FAME is a voluntary program. It is unlikely that teachers at multiple adjacent grades will participate in FAME for multiple years.

The attached paper discusses these and other issues pertinent to this research topic. It might be possible for district FAME participants to provide an opportunity to carry out research on this topic in the future.

Attachments to 2024-25 Annual Report

<u>Letter</u>	<u>Title</u>
A	Thinking Collaborative Program Survey Summary 2024-25
B	Launching into Learning – In-Person versus Virtual Analysis
C	Building Understanding Series EOY Report
D	FAME Coach Periodic Survey Cumulative Summary 2024-25
E1	FAME Coach Survey 2024-25 (Blank)
E2	FAME Learning Team Member Survey 2024-25 (Blank)
F1	FAME Coach End of Year Survey Data Summary 2024-25
F2	FAME Learning Team Member End of Year Survey Data Summary 2023-24
G	District Implementation Survey Report
H	Thoughts About Demonstrating the Effectiveness of the Michigan FAME Program

Attachment A

Thinking Collaborative Program Data Summary 2024-2025

**Prepared by
Sophia Schotts and Tara Kintz**

**Michigan Assessment Consortium
July 2025**

Thinking Collaborative Program Data Summary 2024-25

Background

The Michigan Department of Education (MDE), in partnership with the Michigan Assessment Consortium (MAC), continues to support the Formative Assessment for Michigan Educators (FAME) initiative as part of a comprehensive, balanced assessment system. A core component of the FAME program is the professional development provided to Learning Team Members and Coaches, many of whom also participate in advanced leadership training opportunities. Among these are seminars offered by the Thinking Collaborative, specifically the Adaptive Schools and Cognitive Coaching programs.

These seminars have been integral to the FAME program for many years, with Coaches receiving access to these programs at no cost as a benefit of their participation. In the 2024–2025 school year, outcome surveys were administered to evaluate the relevance, impact, and application of these trainings in the work of Coaches. This report provides a summary of those programs, their purpose, and the data collection efforts undertaken to better understand their influence within the FAME program.

Survey

Throughout the 2024-25 school year, the Thinking Collaborative surveys were administered to participants at the end of both the initial two days (i.e., day 2) and the completion of each program (i.e., day 4 or day 8). Both the Adaptive Schools and Cognitive Coaching surveys included six questions focused on gathering participant feedback on the usefulness and impact of the sessions in supporting their roles as FAME Coaches and Friends of FAME within Learning Teams.

Surveys for the Adaptive Schools sessions were distributed to approximately 51 participants across two separate sessions, with 34 individuals responding, resulting in an average response rate of approximately 67%. For the Cognitive Coaching sessions, surveys were distributed to around 134 participants across eight sessions, with 64 responses received, resulting in an average response rate of approximately 46%.

In addition to data collected from the standard Adaptive Schools and Cognitive Coaching sessions, responses from participants in the Thinking Collaborative Refresher sessions were also gathered to provide additional context and depth. For the Adaptive Schools refresher sessions, 18 participants received the survey, with 7 responses submitted, an average response rate of approximately 39%. Similarly, in the Cognitive Coaching refresher sessions, surveys were administered to 35 participants, with 14 responding, resulting in an average response rate of about 40%.

Overview

This summary presents an overview of the data collected from FAME Coaches and Friends of FAME who participated in Thinking Collaborative Learning sessions and Refresher sessions during the 2024–25 school year. The analysis highlights key insights drawn from participant responses to the core survey questions. The results shared here are a synthesis based on comprehensive coding and analysis of all survey responses.

Summary of Thinking Collaborative Survey Data

Thinking Collaborative Session Takeaways

The Thinking Collaborative Adaptive Schools and Cognitive Coaching surveys asked participants to share their biggest take away from the training sessions. **Table 1** below shows the categories, frequencies, and sample responses for the Adaptive Schools participants' answers to the question: *What is your biggest take away from the FAME Adaptive Schools training?* Most commonly, participants indicated that the top three reasons were: Strategies, Tools, & Techniques (15 total responses), Balanced Participation & Inclusion (9 total responses), and Intentionality & Purpose in Facilitation (9 total responses).

Table 1. Thinking Collaborative Session Takeaways: Adaptive Schools		
Category	Frequency	Example
Strategies, Tools, & Techniques	Participants (Coaches/Friends of FAME): 15	<i>I am taking back many strategies to help run successful meetings.</i> <i>Intentionality REALLY matters. I have really enjoyed this training and the wealth of strategies to which I have been exposed.</i>
Balanced Participation & Inclusion	Participants (Coaches/Friends of FAME): 9	<i>Learning all the intricacies of communicating in small groups, big groups and my role whether I am a facilitator or a participant.</i> <i>Psychological safety and the cultural norms of the group.</i>
Intentionality & Purpose in Facilitation	Participants (Coaches/Friends of FAME): 9	<i>How you approach meetings matters! Thinking through the standards for successful meetings will support collaborative groups.</i> <i>My biggest take away is being an Ambassador of Sanity and striving to be the best facilitator and leader I can be. I believe I have to live this work.</i>

Norms, Standards, & Frameworks	Participants (Coaches/Friends of FAME): 7	<i>People are complex! Focusing on the norms, and using the moves/strategies can really make a difference for our groups, our schools - and (most importantly) our students.</i> <i>I am very excited to bring back the Seven Norms of Collaborative Work and meeting standards to help improve the efficacy of my group members.</i>
Classroom Application & Student Connection	Participants (Coaches/Friends of FAME): 5	<i>It really brought me back to the reason I got into education in the first place. The satisfaction in knowing we make a difference and seeing students enjoy learning.</i> <i>I love the strategies that I can use to guide my colleagues and classroom.</i>

Participants of the Cognitive Coaching sessions were also asked to highlight their biggest takeaway from the learning training. **Table 2** below shows the categories, frequencies, and sample responses for the Cognitive Coaching participants' answers to the question. Most commonly, participants indicated that the top three reasons were: Strategies, Tools, and Techniques (27 total responses), Intentionality & Purpose in Facilitation (11 total responses), and Norms, Standards, & Frameworks (7 total responses).

Table 2. Thinking Collaborative Session Takeaways: Cognitive Coaching		
Category	Frequency	Example
Strategies, Tools, and Techniques	Participants (Coaches/Friends of FAME): 27	<i>Utilize the coaching tools of pausing, paraphrasing, and posing questions.</i> <i>How to meditate thinking with cognitive coaching strategies.</i>
Intentionality & Purpose in Facilitation	Participants (Coaches/Friends of FAME): 11	<i>Of course, coaching is a gift to myself and others. Listening, understanding, and empathy.</i> <i>The ability to learn how to shift my language to help and lead others to a place of self-directedness and a growth mindset.</i>
Norms, Standards, & Frameworks	Participants (Coaches/Friends of FAME): 7	<i>The role of mediating thinking through the PACE and LEAD.</i> <i>Utilize conversation structures.</i>

Classroom Application & Student Connection	Participants (Coaches/Friends of FAME): 6	<i>I can use all of the planning conversation and reflection conversations immediately within my position.</i> <i>It enables teachers/staff to develop their own solutions to a concern.</i>
Balanced Participation & Inclusion	Participants (Coaches/Friends of FAME): 5	<i>The biggest takeaway is that cognitive coaching is about the coachee and not the coach.</i> <i>Coachee-led conversation.</i>

Use of Knowledge

The third question of the Adaptive Schools and Cognitive Coaching surveys asked participants how they planned to apply what they had learned in their role. Specifically, the question was: "What might you first use with your FAME Learning Team or in other areas of your work?" The most common response among Adaptive Schools participants was "Strategies and Techniques." Within this category, participants referenced tools such as Sort Cards, Small Fire, Penny Payout, and Airplane Stacking. Another frequently mentioned category was "Meeting Planning and Structure," which included responses like "Standards and Structures for Successful Meetings" and "Agenda, one process/one topic, and choosing a few strategies to balance participation." **Table 3** provides a more detailed breakdown of these categories below.

Table 3. Use of Knowledge: Adaptive Schools		
Category	Frequency	Example
Strategies & Techniques	Participants (Coaches/Friends of FAME): 18	<i>Strategies! Examples: 10-2, airplane stacking, sort cards, Penny Payout.</i> <i>We have used several strategies, meeting structure, dialogue, small fires, grounding techniques.</i>
Meeting Planning & Structure	Participants (Coaches/Friends of FAME): 16	<i>Standards and Structures for Successful Meetings.</i> <i>Agenda, one process/one topic, and choosing a few strategies to balance participation.</i>
Collaborative Norms & Culture	Participants (Coaches/Friends of FAME): 9	<i>I will try to use it with my paraprofessionals to assist with team building and establishing good relationships.</i> <i>Balance participation strategies at my staff meeting tomorrow.</i>

Roles & Responsibilities	Participants (Coaches/Friends of FAME): 6	<i>Assign roles for district meetings.</i> <i>I think having roles for group members.</i>
Visual Tools & Communication	Participants (Coaches/Friends of FAME): 5	<i>Visual agendas, inclusion strategies, design the surround.</i> <i>Visual Paragraph and Take your marble strategies.</i>

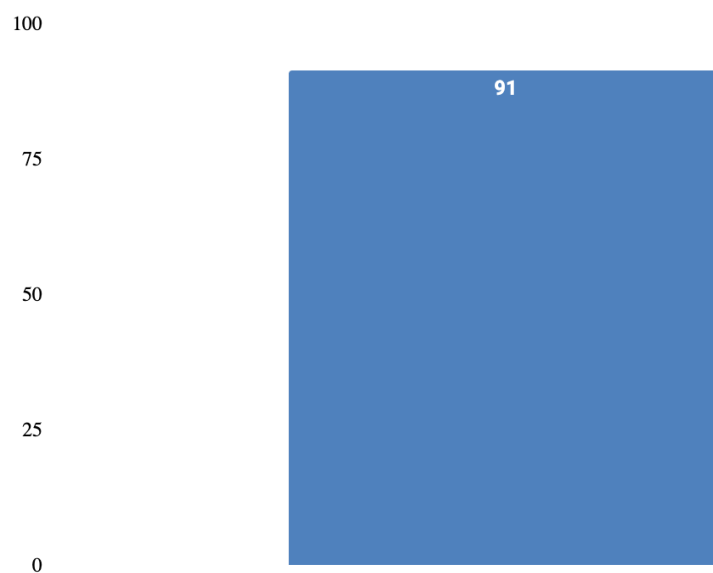
Participants of the Cognitive Coaching sessions were also asked to share the ways they planned to use the learning session within their FAME Learning Team or other areas of their work. Below, **Table 4** elaborates on the results for each category. Most commonly, Cognitive Coaching participants highlighted Strategies & Techniques (23 total responses), Meeting Planning & Structure (13 total responses), and Tools & Communication (9 total responses).

Table 4. Use of Knowledge: Cognitive Coaching		
Category	Frequency	Example
Strategies & Techniques	Participants (Coaches/Friends of FAME): 23	<i>Planning Conversation Map when talking through formal observations.</i> <i>Practicing the components of good listening, pausing, paraphrasing, etc.</i>
Meeting Planning & Structure	Participants (Coaches/Friends of FAME): 13	<i>I'll use the reflection conversations right away with current coaching cycles that I have in place.</i> <i>When coaching staff on formative assessment, particularly with planning.</i>
Tools & Communication	Participants (Coaches/Friends of FAME): 9	<i>Using student examples with grade level teams to discuss proficiency.</i> <i>I will use the maps for both planning and reflecting.</i>
Roles & Responsibilities	Participants (Coaches/Friends of FAME): 8	<i>I will model cognitive coaching with them and then work with staff to provide them skills they need to begin to use this with staff they work with.</i> <i>I would like to use this to coach other coaches on the various events we are required to plan and execute.</i>
Collaborative Norms & Culture	Participants (Coaches/Friends of FAME): 8	<i>I am going to move away - far away - from using the pronoun "I."</i> <i>Validate and practice the pause, paraphrasing, being curious, and nonjudgmental.</i>

Deepening Capacity to Facilitate Learning for Others

Another question on the Adaptive Schools and Cognitive Coaching surveys asked participants: *To what extent did this professional learning session deepen your capacity to facilitate the learning of others?* Overall, participants in the Adaptive Schools sessions rated the learning experience an average of 91.5 out of 100, indicating a strong positive impact. This high rating suggests that the training effectively enhanced participants' skills and confidence in facilitating collaborative learning and professional dialogue within their teams.

Figure 1. Deepening Capacity Ranking: Adaptive Schools



Participants of the Cognitive Coaching sessions ranked the learning session an average of 89 out of 100, suggesting that this professional development also significantly strengthened their ability to support others' learning through reflective dialogue and intentional coaching strategies. While slightly lower than the Adaptive Schools average, this rating still reflects a strong impact on deepening capacity to facilitate the learning of others.

Figure 2. Deepening Capacity Ranking: Cognitive Coaching



Impact on Skills and Knowledge

We also asked participants to reflect on how their skills or knowledge related to building self-directedness in others, both adults and students, had been impacted by the training. As shown in **Table 5**, the majority of participants identified Reflective Practice and Metacognition (12 total responses) and Strategies and Tools (12 total responses) as the areas most influenced by the sessions. Other notable categories included Collaboration and Voices (8 total responses), Self Direction and Empowerment (4 total responses), and Facilitation Growth and Confidence (4 total responses).

Table 5. Impact on Skills and Knowledge: Adaptive Schools		
Category	Frequency	Example
Reflective Practice & Metacognition	Participants (Coaches/Friends of FAME): 12	<i>This training has led me to do a lot of thinking about how I've participated in and facilitated meetings. If I'm more thorough and thoughtful, we will be a lot more productive.</i> <i>This has broadened my horizons not only as a classroom teacher but also as a head of department. I have so many strategies to take back in both roles.</i>
Strategies & Tools	Participants (Coaches/Friends of FAME): 12	<i>Learning effective facilitator strategies has been very impactful. I often lead meetings and have had no professional training on how to effectively run these meetings in the past. So I have learned so much to take with me.</i>

		<i>Providing clear explanations, expectations, and structure to the work we do together will allow for self-directed learning and work to be successful.</i>
Collaboration & Voices	Participants (Coaches/Friends of FAME): 8	<i>It has provided me with ways to interact with others on a team so that all members can effectively have a voice.</i> <i>That we all play an important role in the successful direction of our meetings, our schools, and the learning of our students.</i>
Self-Direction & Empowerment	Participants (Coaches/Friends of FAME): 4	<i>Empowering others is what we strive for. Pulling back the curtain, giving others the tools and confidence to be self-directed is how we do it.</i> <i>Encouraging learners to recognize their power as engaged group members, building on the five energy sources...these are new areas for me.</i>
Facilitation Growth & Confidence	Participants (Coaches/Friends of FAME): 4	<i>Being able to actively participate has made me feel more comfortable and confident in being able to lead a mtg more productively.</i> <i>I am feeling the confidence to approach a meeting using these concepts.</i>

Participants of the Cognitive Coaching sessions were also asked to share the ways their skills and knowledge have been impacted by this training. Below, **Table 6** elaborates on the results for each category. Most commonly, Cognitive Coaching participants highlighted Empowering Others & Self-Direction (11 total responses), Impact on Practice / Self-Reflection (10 total responses), and Mindset & Identify as a Coach (10 total responses).

Table 6. Impact on Skills and Knowledge: Cognitive Coaching		
Category	Frequency	Example
Empowering Others & Self-Direction	Participants (Coaches/Friends of FAME): 11	<i>I am going to embrace the struggle to help people decide things for themselves! Stop consulting, be the COACH.</i> <i>I recognize the importance of lifting the various states of mind to empower colleagues to become more self-directed.</i>
Impact on Practice / Self-Reflection	Participants (Coaches/Friends of FAME): 10	<i>This training shed a lot of light on how my well-intentioned work was really falling into consulting.</i> <i>It has shaped the language I use with teachers.</i>

Mindset & Identify as a Coach	Participants (Coaches/Friends of FAME): 10	<i>It has shifted my understanding of my role as a coach. I feel lighter knowing I don't have all the answers and that's ok!</i> <i>Learning that I am not the focus of the coaching, but my role is to facilitate the coachee's thinking.</i>
Tools, Frameworks, & Structures	Participants (Coaches/Friends of FAME): 9	<i>This training was one of the most powerful I have been to in terms of coaching support.</i> <i>This training fully guides & supports self-directness in others.</i>
Skill Development & Communication Strategies	Participants (Coaches/Friends of FAME): 8	<i>My knowledge has depended about being intentional and choosing congruent behaviors.</i> <i>Learning how to shift my language, take "me" out of conversations.</i>

Support to Learning Team Meetings

In the Thinking Collaborative Refresher survey, participants were asked to describe how the Adaptive Schools and Cognitive Coaching training(s) have supported their facilitation of Learning Team meetings. As shown in **Table 7**, Adaptive Schools Refresher session participants identified Facilitation Skills & Dialog Techniques (2 total responses), Tools, Frameworks, & Structures (2 total responses), Practice, Reinforcement, & Automaticity (2 total responses), and Participation & Inclusion Strategies (1 total response) as the areas that supported their facilitation efforts.

Table 7. Support to Learning Team Meetings: Adaptive Schools		
Category	Frequency	Example
Facilitation Skills & Dialog Techniques	Participants (Coaches/Friends of FAME): 2	<i>Adaptive Schools provides effective strategies for having productive dialogue and discussions during meetings.</i> <i>Pausing, paraphrasing, and questioning. What, why, how. Room set up, understanding the 5 states of mind.</i>
Tools, Frameworks, & Structures	Participants (Coaches/Friends of FAME): 2	<i>By providing an operating framework.</i> <i>Balance participation, formative assessment practices on meeting mechanics, agenda, outcomes development, working agreements.</i>

Practice, Reinforcement, & Automaticity	Participants (Coaches/Friends of FAME): 1	<i>The practice and materials are great reminders and help build automaticity when working with teachers.</i> <i>Helpful to reinforce my learning and practice these skills.</i>
Participation & Inclusion Strategies	Participants (Coaches/Friends of FAME): 1	<i>Adaptive Schools provided me with multiple ways to encourage participation from all members and help their voices be heard.</i>

Participants of the Cognitive Coaching Refresher sessions were also asked to share how the Adaptive Schools and Cognitive Coaching training supported their facilitation of Learning Team meetings. **Table 8** highlights the results across each category. One commonly identified theme was Facilitation of Collaborative Conversations (3 total responses), as illustrated by one participant who shared, “Cognitive Coaching supports my facilitation of Learning Team meetings by helping me foster a culture of reflective dialogue, active listening, and inquiry-based problem-solving.” “Through the use of effective questioning strategies and paraphrasing, I am able to guide my team in deeper discussions that lead to collaborative decision-making and meaningful action steps.” “Additionally, Cognitive Coaching provides me with the tools to navigate challenging conversations, ensure all voices are heard, and maintain a focus on student-centered outcomes.” This approach enhances team dynamics and empowers educators to take ownership of their professional learning and instructional practices.” Other categories included Questioning & Meditative Strategies (3 responses), Application to Meetings & Teams (3 responses), Mindset & States of Mind (2 responses), and Reflective Dialogue & Active Listening (2 responses).

Table 8. Support to Learning Team Meetings: Cognitive Coaching		
Category	Frequency	Example
Facilitation of Collaborative Conversations	Participants (Coaches/Friends of FAME): 3	<i>Cognitive Coaching helps me facilitate conversations, particularly when team members are sharing how they have implemented their use of the previous meeting's learning. For example, at our last meeting, team members shared what they had done in their classrooms to activate students' prior knowledge. During the round robin share-out, I was able to paraphrase for the group. Paraphrasing validated the team members' contributions and invited additional thinking before we launched into asking questions. My CC training has also equipped me to listen for states of mind during our discussions and respond with the appropriate level of support.</i>

Questioning & Meditative Strategies	Participants (Coaches/Friends of FAME): 3	<i>It helped me to identify & practice using meditative questioning.</i> <i>Being able to paraphrase and ask good questions.</i>
Application to Meetings & Teams	Participants (Coaches/Friends of FAME): 3	<i>Assist in running both large and small group meetings, and one-on-ones.</i> <i>Cognitive Coaching supports all my meetings. The ability to work on skills like pausing, paraphrasing, and posing questions are so valuable in all aspects of my position.</i>
Mindset & States of Mind	Participants (Coaches/Friends of FAME): 2	<i>The understanding of states of mind and of good coaching philosophies and practices is also extremely useful in our everyday and in our meetings.</i> <i>It helped me understand the 5 States of Mind.</i>
Reflective Dialog & Active Listening	Participants (Coaches/Friends of FAME): 2	<i>Cognitive Coaching allows me to deepen my understanding by listening to understand. It validates curiosity and assumes the positive intention of members in a learning team. Coaching to the strengths and outcome driven.</i> <i>It helps me to be mindful of the way we are talking to each other.</i>

Contributions to Learning Team Member Understanding of the Formative Assessment Process

In the Thinking Collaborative Refresher survey, participants were also asked how the Adaptive Schools and Cognitive Coaching trainings support Learning Team members' understanding of the formative assessment process. **Table 9** below presents the categories, frequencies, and sample responses from Adaptive Schools Refresher session participants in response to the question: *What might be some ways the use of Adaptive Schools contributes to Learning Team members' understanding and use of the formative assessment process?* The most commonly identified contributions were Application of the Formative Assessment Process (2 total responses) and Facilitation of Collaborative Conversations (2 total responses).

Table 9. Contributions to Learning Team Member Understanding: Adaptive Schools		
Category	Frequency	Example
Application of the Formative Assessment Process	Participants (Coaches/Friends of FAME): 2	<i>The use of Adaptive Schools contributes to the use of the formative assessment process by fostering a culture of data-driven, flexible instruction, providing ongoing professional development, and promoting collaboration and reflection on student learning.</i>

Facilitation of Collaborative Conversations	Participants (Coaches/Friends of FAME): 2	<i>Assessing and utilizing formative assessment with participation rates, outcomes, and moving the practice or achievement with student learning during planning conversations.</i>
Instructional Strategy Modeling & Transfer	Participants (Coaches/Friends of FAME): 1	<i>The adaptive school strategies I model for my FAME teams can be used by the members in their own classrooms to elicit evidence of learning.</i>
Questioning & Dialog Techniques	Participants (Coaches/Friends of FAME): 1	<i>Understand questioning strategies to promote further discussion, practice and evaluate for understanding.</i>

Participants of the Cognitive Coaching Refresher sessions were also asked to share how the Adaptive Schools and Cognitive Coaching training support Learning Team members' understanding of the formative assessment process. **Table 10** highlights the results for each category. The most commonly identified category was Reflective Dialogue & Mindset (3 total responses), followed by Data-Informed Problem Solving (3 total responses), Use of Tools & Maps (2 total responses), Safe & Supportive Environments (1 total response), and Modeling & Transfer to Others (1 total response).

Table 10. Contributions to Learning Team Member Understanding: Cognitive Coaching		
Category	Frequency	Example
Reflective Dialog & Mindset	Participants (Coaches/Friends of FAME): 3	<i>Formative assessment is about taking current information and making adaptations to move toward the outcome that is set by our goals and content standards. This is exactly what Cognitive Coaching helps us to understand and implement. We help teachers and students to think, understand their current state and move toward their desired state. The skills and practices of Cog Coaching are exactly those needed to help all of our contacts to reach their goals.</i>
Data-Informed Problem Solving	Participants (Coaches/Friends of FAME): 3	<i>Problem resolving has a strong foundation in data, and formative assessment is a data dive tool. Aligning research-driven strategies with data (or taking learners from where they are today to tomorrow) is the key to progress and outcomes.</i>
Use of Tools & Maps	Participants (Coaches/Friends of FAME): 2	<i>Cognitive Coaching provides me with the tools to navigate challenging conversations by use of the Pace/Problem Resolving Map when a staff member gets stuck. Helps them to talk about their thinking and increases their ability to apply the learning; to walk away feeling more resourceful.</i>

Safe & Supportive Environments	Participants (Coaches/Friends of FAME): 1	<i>The use of CC helps me to create a safe meeting space where teachers are able to share their thinking about formative assessment without reservations and explore new learning with open minds.</i>
Modeling & Transfer to Others	Participants (Coaches/Friends of FAME): 1	<i>Learning to paraphrase & ask substantive planning or reflective questions not only helps as a coach but can be a model for the coaches for interactions with students and others.</i>

Thinking Collaborative Reflection

Last, in both of the Thinking Collaborative Refresher surveys, participants were asked to share any additional feedback about their experiences with the Adaptive Schools and Cognitive Coaching sessions. **Table 11** presents the categories, frequencies, and sample responses based on participants' open-ended comments. The most noted theme was Appreciation & Support (7 total responses), with examples such as "I just find it enormously helpful to recenter what matters" and "Please continue doing them!" Additional responses fell under the categories of Value of Practice & Refreshing Skills (4 total responses), Suggestions for Improvement (3 total responses), Impact on Professional Role (2 total responses), and Other (2 total responses).

Table 11. Thinking Collaborative Reflection: Adaptive Schools & Cognitive Coaching		
Category	Frequency	Example
Appreciation & Support	Participants (Coaches/Friends of FAME): 7	<i>Jen's skilled facilitation means that AS refresher sessions offer not only a meaningful review of material but also a chance to see AS skills modeled by an expert - priceless!</i> <i>The Cognitive Coaching refresher sessions were excellent. They were the right length and had great leadership with LeeAnn and great support from all on the FAME team.</i>
Value of Practice & Refreshing Skills	Participants (Coaches/Friends of FAME): 4	<i>Having the opportunity to practice CC skills with other coaches is valuable, and I always leave the sessions with ideas generated from LeeAnn's expert facilitation and/or breakout room discussions with colleagues. I continue to evolve as a coach, so the refresher trainings give me an opportunity to revisit CC fundamentals with my current coaching perspective, making the "old" information relevant for my "new" coaching work. And -- this stuff is hard to master! I need practice or I forget to use the CC skills that don't come naturally to me.</i>

Suggestions for Improvement	Participants (Coaches/Friends of FAME): 3	<i>I would have liked to review the Reflecting into Planning map and review of DOC.</i>
Impact on Professional Role	Participants (Coaches/Friends of FAME): 2	<i>Each were valuable in their own right. Having the refresher was an excellent use of time and effort ~ once learning something such as CC, there is so much information and application that sometimes some of it is not remembered and having the refresher brings these concepts back to the front of the thinking process. Cognitive Coaching itself is helping me navigate and guide my directions in my new-ish Instructional Coaching role where there has not been this position in our district before. Excellent model with identifiable daily applications.</i>
Other	Participants (Coaches/Friends of FAME): 2	<i>None at this time.</i>

Summary and Recommendations

In summary, Thinking Collaborative participants have been engaged throughout the 2024-2025 school year learning about effective facilitation strategies, reflective coaching practices, and collaborative approaches to formative assessment. They have participated in both Adaptive Schools and Cognitive Coaching frameworks, building skills that promote self-directed learning, enhance team dialogue, and support data-informed decision-making to improve student outcomes.

Thinking Collaborative Session Takeaways

As part of their participation in the Thinking Collaborative initiative, educators engaged in both Adaptive Schools and Cognitive Coaching trainings were asked to reflect on their most significant takeaways. Across these sessions, participants shared insights that reveal strong commonalities in how the trainings support their work. The most frequently highlighted themes included the use of strategies, tools, and techniques to enhance facilitation, the critical role of intentionality and purpose in guiding conversations, and the importance of norms, frameworks, and inclusive practices in fostering effective collaboration. Participants also recognized the direct applicability of these skills to classroom and student-centered contexts. Overall, the responses demonstrate that both Adaptive Schools and Cognitive Coaching effectively build educators' capacity to lead reflective, purposeful, and inclusive professional learning environments that benefit both teachers and students.

Use of Knowledge

The Adaptive Schools and Cognitive Coaching trainings also explored how educators planned to apply their learning within their FAME Learning Teams and broader professional roles. Across both trainings, the use of specific strategies and techniques emerged as the most common area of intended application. Adaptive Schools participants frequently cited tools like Sort Cards and Penny Payout, while Cognitive Coaching participants highlighted practices such as utilizing the Planning Conversation Map and honing active listening skills including pausing and paraphrasing.

Closely related to this, meeting planning and structure was emphasized as foundational for effective team collaboration, with participants focusing on agendas and established meeting standards. The category of tools and communication further reflected participants' intentions to use visual supports and coaching maps to facilitate deeper reflection and dialogue.

Other important themes included roles and responsibilities, with educators noting plans to assign roles and model coaching behaviors, as well as collaborative norms and culture, highlighting shifts toward open-minded language and mindsets. Together, these demonstrate how both trainings effectively translate into actionable practices that strengthen facilitation, promote collaboration, and support ongoing professional growth.

Deepening Capacity to Facilitate Learning for Others and Support to Learning Team Meetings

Both Adaptive Schools and Cognitive Coaching trainings also asked educators to reflect on how the sessions deepened their capacity to facilitate the learning of others. Participants in the Adaptive Schools sessions rated the experience very highly, with an average score of 91.5 out of 100, indicating strong confidence in their enhanced skills to lead collaborative learning and professional dialogue within their teams. Similarly, Cognitive Coaching participants gave a slightly lower, but still robust, average rating of 89 out of 100. This reflects a meaningful impact on their ability to support others through reflective conversations and purposeful coaching strategies.

Thinking Collaborative Impact on Skills, Knowledge, and Understanding of the Formative Assessment Process

Participants reflected on how the trainings enhanced their skills and knowledge in fostering self-directedness in others. Adaptive Schools participants most often cited growth in reflective practice and metacognition, and strategies and tools. They described deeper thinking about facilitation and gaining effective methods to lead productive, self-directed meetings. Other themes included collaboration, empowerment, and increased facilitation confidence.

Cognitive Coaching participants highlighted empowering others and self-direction, impact on practice and self-reflection, and mindset and identity as a coach. Many noted a shift from consultant to facilitator roles and a stronger focus on promoting autonomy and reflection. Additional growth was reported in tools, frameworks, and communication strategies.

In relation to formative assessment, Adaptive Schools participants emphasized the

application of formative assessment processes and facilitation of collaborative conversations, highlighting the role of data-driven instruction, ongoing professional development, and reflective dialogue in supporting student learning. Cognitive Coaching participants underscored reflective dialogue and mindset as key to formative assessment, helping educators assess current learning states and make purposeful adaptations. They also pointed to data-informed problem solving, use of coaching tools and maps, creating safe environments for open discussion, and modeling questioning techniques for broader transfer.

Thinking Collaborative Sessions

Coaches and Friends of FAME continue to express strong appreciation for the Thinking Collaborative sessions. Their feedback reflects the meaningful impact these trainings have on enhancing facilitation skills, promoting self-directed learning, and deepening understanding of formative assessment. Participants consistently highlight how the sessions provide practical strategies, supportive frameworks, and opportunities for reflective practice that empower both educators and students. This ongoing positive response underscores the value of Adaptive Schools and Cognitive Coaching in fostering collaborative, growth-oriented learning environments.

Attachment B

In-Person vs. Virtual FAME Launching into Learning Meetings 2024-2025

**Prepared by
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**Michigan Assessment Consortium
July 2025**

Background

The Michigan Department of Education (MDE), in partnership with the Michigan Assessment Consortium (MAC), continues to support the Formative Assessment for Michigan Educators (FAME) initiative as part of a comprehensive, balanced assessment system. A foundational element of FAME is the Launching into Learning one-day training session, which introduces participants to the FAME program, the formative assessment process, and the collaborative Learning Team model. This session equips participants with the essential knowledge and readiness to begin their work within the FAME program. Since the pandemic, Launch sessions have shifted from full-day in-person events to primarily shorter virtual formats, with some large districts still offering full-day, in-person Launches. This analysis will further examine the impact of in-person versus virtual Launching into Learning sessions.

Survey

During the 2024–25 school year, participants of both in-person and virtual Launching into Learning sessions were invited to complete a post-session survey designed to assess the usefulness and impact of the training in supporting their roles as FAME Coaches. Each version of the survey included five core questions focused on participants' perceptions of the session content and their preparedness to lead Learning Teams.

Surveys for the virtual sessions were distributed to approximately 110 participants across six events, with an average response rate of about 35%. In-person surveys were shared with roughly 49 participants across three sessions, with an average response rate of approximately 55%.

Overview

This summary provides an overview of data collected from FAME Launching into Learning sessions, along with additional insights from the February 2025 Coach Update Survey. The analysis highlights key themes and takeaways based on participant responses to the core survey questions. Findings presented here reflect a synthesis of all responses, derived through careful coding and comprehensive analysis.

Summary of Launching into Learning Survey Data

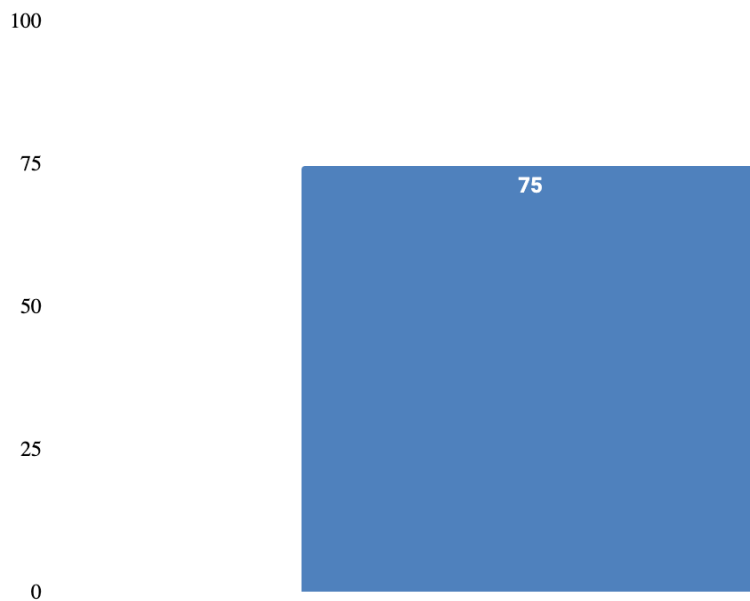
Overall, the Launching into Learning survey data indicated that participants found both in-person and virtual sessions valuable in deepening their understanding of the formative assessment process and supporting their work as Coaches with learning teams. As additional sessions are held and more data is gathered, clearer patterns and trends will emerge. The analysis highlights key insights drawn from participant responses to the core survey questions. The results shared here are a synthesis based on comprehensive coding and analysis of all survey responses.

Deepening Understanding of the Formative Assessment Process

The FAME Launching into Learning surveys for both in-person and virtual sessions asked

participants to respond to the following question: *To what extent did this professional learning session deepen your understanding of the formative assessment process?* Overall, participants in the in-person Launching into Learning sessions rated the experience an average of 75 out of 100, indicating a solid level of engagement and a meaningful impact on their understanding of the formative assessment process. This score suggests that the sessions were generally effective in supporting professional growth, while also highlighting opportunities for continued refinement and enhancement of the learning experience.

Figure 1. Deepening Understanding of the Formative Assessment Process: In-Person



Participants of the virtual Launching into Learning sessions rated the learning experience an average of 69 out of 100, slightly lower than the 75 out of 100 average reported by participants in the in-person sessions. This suggests that while virtual sessions were still beneficial in deepening understanding of the formative assessment process, they may not have been as impactful or engaging as the in-person format. The difference in scores highlights potential areas for enhancing the virtual learning experience, such as increasing interactivity, refining content delivery, or offering more opportunities for participant collaboration.

Figure 2. Deepening Understanding of the Formative Assessment Process: Virtual

100

75

50

25

0



Highlight from Learning Experience

The third question on the FAME Launching into Learning surveys asked participants to share a highlight from their learning experience. The most common response among in-person participants was "Classroom Implementation & Strategies." Within this category, participants mentioned takeaways such as practical tools to use in the classroom, clarified understandings of formative assessment practices, the role of formative feedback, and more.

Another frequently cited category was "Understanding of Formative Assessment," which included responses like, "Understanding that formative assessment of student learning is a process versus a thing like a quiz or test," and, "I learned today that formative assessment is an ongoing process. That was a huge aha moment for me."

Table 1 below provides a more detailed breakdown of these response categories.

Table 1. Highlight from Learning Experience: In-Person		
Category	Frequency	Example
Classroom Implementation & Strategies	Participants (Coaches/Friends of FAME): 7	<i>Clarifying my understanding of learning targets and success criteria; Considering a new lesson planning template and formative feedback request "ticket."</i>
Understanding of Formative Assessment	Participants (Coaches/Friends of FAME): 6	<i>An understanding that formative assessment is an ongoing process that can look different in each classroom/grade level.</i>
Team Collaboration & Discussion	Participants (Coaches/Friends of	<i>I loved being able to share ideas and thoughts about my classroom routines with colleagues. It</i>

	FAME): 5	<i>is so helpful to hear how other people do things in their classrooms.</i>
Learning About FAME / Session Experience	Participants (Coaches/Friends of FAME): 5	<i>Getting a chance to learn what the program is about and what kinds of things we are going to be working on in our team.</i>
Student Impact & Motivation	Participants (Coaches/Friends of FAME): 4	<i>Learning what a motivator it is to integrate formative assessments in a classroom.</i>

Participants of the virtual Launching into Learning sessions were also asked to share a highlight from their learning experience. The most commonly cited themes included “Formative Assessment Learning & Concepts”, “Resource Exploration”, and “Team Collaboration & Sharing.” These responses were similar to those from the in-person sessions, where participants also emphasized practical classroom strategies and a deeper understanding of formative assessment. **Table 2** below provides a more detailed breakdown of the virtual session responses.

Table 2. Highlight from Learning Experience: Virtual		
Category	Frequency	Example
Formative Assessment Learning & Concepts	Participants (Coaches/Friends of FAME): 14	<i>Breaking down the steps / bubbles of the Formative Assessment process was helpful.</i>
Resource Exploration	Participants (Coaches/Friends of FAME): 12	<i>Logging into the website for the first time, and seeing the available videos, agenda templates and other resources.</i>
Team Collaboration & Sharing	Participants (Coaches/Friends of FAME): 9	<i>Opportunities to collaborate with my team and interact with some of the resources from FAME. My team really enjoyed the video examples as well.</i>
Program Structure & Delivery Feedback	Participants (Coaches/Friends of FAME): 3	<i>I felt the fall session was very similar to our August training. It refreshed my memory.</i>
No Learning Reported / None	Participants (Coaches/Friends of FAME): 1	<i>None. This session felt redundant and included things I had already learned by exploring the resources.</i>

Future Exploring with Learning Team Members

Another question on the FAME Launching into Learning surveys asked participants: *What are you looking forward to exploring next with your learning team?* As shown in **Table 3**, the majority of in-person Launching into Learning participants identified “Planning & Implementation in the

Classroom” and “Exploring or Deepening Understanding of Formative Assessment” as the areas most looking forward to exploring with their learning team. Other categories included Student Engagement & Ownership, Team Collaboration & Goal Setting, and Unclear / Undecided.

Table 3. Future Learning with Team Members: In-Person		
Category	Frequency	Example
Planning & Implementation in the Classroom	Participants (Coaches/Friends of FAME): 8	<i>Diving deeper into the components and then implementing them in the classroom. Discussion on how things went.</i>
Exploring or Deepening Understanding of Formative Assessment	Participants (Coaches/Friends of FAME): 6	<i>Exploring new ideas of how to make this an everyday practice in my classroom.</i>
Student Engagement & Ownership	Participants (Coaches/Friends of FAME): 6	<i>We are looking forward to doing peer assessment and self-assessment work.</i>
Team Collaboration & Goal Setting	Participants (Coaches/Friends of FAME): 5	<i>We are looking forward to being more intentional in our lesson planning, particularly when it comes to intentionally planning the formative assessment opportunities.</i>
Unclear / Undecided	Participants (Coaches/Friends of FAME): 2	<i>I don't know yet. I still need to digest this.</i>

Participants of the virtual Launching into Learning sessions were also asked to share what they were most looking forward to in exploring with their learning teams. Below, **Table 4** elaborates on the results for each category. Most commonly, virtual Launching into Learning participants highlighted “Learning Targets & Planning”, “Formative Assessment Practices”, and “Team Collaboration & Meeting Process”.

Table 4. Future Learning with Team Members: Virtual		
Category	Frequency	Example
Learning Targets & Planning	Participants (Coaches/Friends of FAME): 9	<i>Element 2 - embedding learning targets into instruction.</i>
Formative Assessment Practices	Participants (Coaches/Friends of FAME): 8	<i>We are looking forward to starting to explore the collecting evidence component.</i>
Team Collaboration & Meeting Process	Participants (Coaches/Friends of	<i>I'm looking forward to checking in with them on planning, and moving into learning targets.</i>

	FAME): 6	
Feedback	Participants (Coaches/Friends of FAME): 5	<i>My team has selected to work on formative feedback, specifically 4.2 and 4.3 from the FAME components and elements.</i>
Instructional Strategies & Implementation	Participants (Coaches/Friends of FAME): 5	<i>The process as a whole and the steps we can take together as we explore adopting practices to impact the learning of our students.</i>
Resources & Tools	Participants (Coaches/Friends of FAME): 4	<i>We want to create a bookmark that teachers could easily access to show the FAME components.</i>

Questions and Comments

The final question on the FAME Launching into Learning surveys invited participants to share any additional questions or comments. As shown in **Table 5**, most in-person participants responded with “No Questions / No Comments”, indicating general satisfaction or a sense of completion following the session.

Among those who did leave feedback, responses fell into several key categories: “Clarification Questions / Resource Requests”, “Challenges”, “Appreciation”, and “Reflection & Intention.” These comments reflected a mix of gratitude for the learning experience, requests for additional support, and thoughtful reflections on next steps.

Table 5. Questions and Comments: In-Person		
Category	Frequency	Example
No Questions / No Comments	Participants (Coaches/Friends of FAME): 13	<i>None at this time.</i>
Clarification Questions / Resource Requests	Participants (Coaches/Friends of FAME): 4	<i>Which upcoming trainings might benefit my team?</i>
Challenges	Participants (Coaches/Friends of FAME): 4	<i>This was a lot of information, as was cautioned at the beginning of this session last Wednesday...I'm grateful that there is a multi-year process to work through all of the parts and pieces of formative assessment. One of the greatest difficulties that I foresee is shifting the mindset of students such that they are more concerned about their understanding of the</i>

		<i>material versus making sure they have good grades.</i>
Appreciation	Participants (Coaches/Friends of FAME): 3	<i>I thoroughly enjoyed the presentation. It was filled with great, useful information and I appreciated the presenter's pace.....the 3 hours went by so quickly. I would recommend others join the team.</i>
Reflections and Intentions	Participants (Coaches/Friends of FAME): 2	<i>I just want to make sure I use my team's time wisely and that it is truly beneficial to them and not just another meeting.</i>

Participants of the virtual Launching into Learning sessions were also asked to share what they were most looking forward to exploring with their learning teams. As shown in **Table 6**, the most common response was “No Questions / No Comments,” similar to the in-person sessions.

Among those who did provide responses, key themes included “Requests for More Time, Clarity, or Depth”, “Appreciation”, “Suggestions & Questions for Improvement”, and “Future Planning / Next Steps.” These comments reflected a desire for deeper engagement, extended opportunities to explore the content, and thoughtful consideration of how to apply learning in future collaborative work.

Table 6. Future Learning with Team Members: Virtual		
Category	Frequency	Example
No Questions / No Comments	Participants (Coaches/Friends of FAME): 15	<i>I have no questions at this time.</i>
Requests for More Time, Clarity, or Depth	Participants (Coaches/Friends of FAME): 10	<i>There was an abundance of information rapidly presented, and the processing times were beneficial. I would have liked several more times embedded to discuss and process with my team.</i>
Appreciation	Participants (Coaches/Friends of FAME): 6	<i>This is very helpful information, and I look forward to continuing this process and starting to apply it to my team's work.</i>
Suggestions & Questions for Improvement	Participants (Coaches/Friends of FAME): 5	<i>Can or will be look at grading? What are better ways that we can teach student how to give feedback to their peers? How can we teach them to not chase grades, but standards?</i>

Future Planning / Next Steps	Participants (Coaches/Friends of FAME): 2	<i>The training was 3 hours on a Monday night after school. There were no breaks. The content was thrown at us in a way that made it hard to engage.</i>
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Event Format that is Best for Learning Needs

In addition to the in-person and virtual Launching into Learning surveys, FAME Coaches were surveyed in the February Coach Update to provide further insights on preferred event formats. Specifically, Coaches were asked to select the event format that best supports their learning needs.

As shown in **Figure 3**, Coaches assigned to a Lead indicated that both event formats (in-person and virtual) equally support their learning needs. However, when asked to choose a preference, in-person events ranked highest over virtual options.

Similarly, District Coaches also reported that both formats support their learning needs. Yet, if required to choose, District Coaches indicated a preference for virtual events over in-person offerings.

Figure 3. Event Format that is Best for Learning Needs: Coaches assigned to Lead

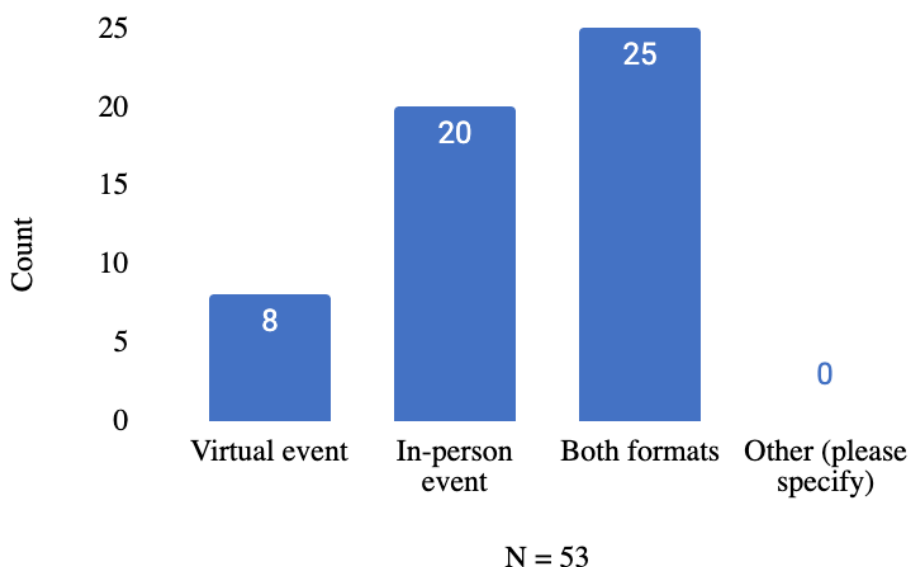
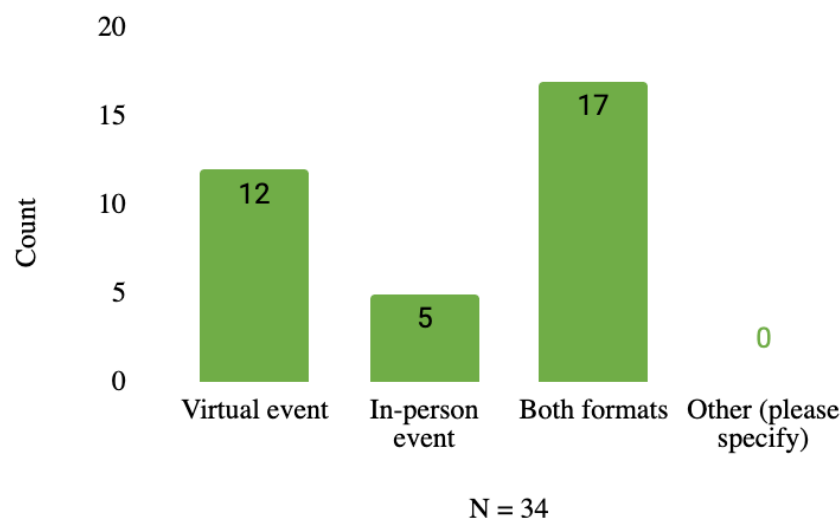


Figure 4. Event Format that is Best for Learning Needs: District Coaches



FAME Event Offerings and Scheduling Feedback

Last, in the February Coach Update survey, FAME Coaches were invited to share any additional feedback regarding FAME event offerings and scheduling. **Table 7** below summarizes the categories, response frequencies, and sample comments from both Coaches assigned to Leads and District Coaches in response to the question: *What other feedback might you want to share about FAME event offerings and scheduling?*

The most common response was “No Questions / No Comments.” Among those who provided feedback, the most frequently mentioned category was “Appreciation / Positive Feedback,” followed by “Requests for More Access / Location Options,” “Suggestions for Future Topics / Trainings,” “Team Implementation / Planning Support,” and “Logistical or Structural Challenges.”

Table 7. FAME Event Offerings and Scheduling Feedback: Coaches assigned to a Lead & District Coaches		
Category	Frequency	Example
No Questions / No Comments	Participants (Coaches/Friends of FAME): 44	<i>None at this time. Thanks!</i>
Appreciation / Positive Feedback	Participants (Coaches/Friends of FAME): 17	<i>I absolutely LOVE being part of the state-wide FAME team! Thank you for being here!</i> <i>I value the learning and have employed the strategies beyond the walls of my learning team.</i>
Requests for More Access / Location Options	Participants (Coaches/Friends of FAME): 7	<i>We have several staff/FAME coaches that would like to attend Adaptive Schools and CC if it were offered in the Kalamazoo Area.</i>

		<i>Please have more events closer to the metro Detroit area.</i>
Suggestions for Future Topics / Trainings	Participants (Coaches/Friends of FAME): 6	<i>Maybe advanced coaching work with digging into our curriculum and specific ways to collaborate with staff.</i> <i>Please continue to offer additional trainings such as the presenter/facilitator, advanced cognitive coaching and adaptive schools.</i>
Team Implementation / Planning Support	Participants (Coaches/Friends of FAME): 6	<i>I would love to have more people from my district attend adaptive schools training!</i> <i>Could we share what other neighboring school districts are doing nearby us that are with FAME?</i>
Logistical or Structural Challenges	Participants (Coaches/Friends of FAME): 5	<i>It is difficult to attend Virtual meetings after school. Family life gets really busy then.</i> <i>Traveling great distances in the winter months is less than ideal due to Michigan winters.</i>

Summary and Recommendations

In summary, participants from both the in-person and virtual Launching into Learning sessions, along with FAME Coaches, indicated that the professional learning experiences effectively supported their growth in understanding formative assessment. However, differences in engagement and preferences between formats emerged. In-person sessions received higher ratings overall, suggesting a stronger impact on participant learning and connection. Virtual sessions were still valuable but highlighted opportunities to enhance interactivity and deepen participant engagement. Coaches' preferences also varied by role, with Traditional Coaches favoring in-person events and District Coaches preferring virtual sessions. Feedback from all groups reflected appreciation for the program content and suggested areas for improving access, communication, and logistical arrangements.

Deepening Understanding of the Formative Assessment Process

Regarding deepening understanding of the formative assessment process, participants in the in-person Launching into Learning sessions rated their experience an average of 75 out of 100, indicating a solid level of engagement and meaningful learning. Virtual session participants rated their experience slightly lower, at 69 out of 100, suggesting that while these sessions were beneficial, they were somewhat less impactful than the in-person format. Based on these findings, it is recommended that the FAME program prioritize in-person sessions when possible, as they

appear to foster stronger comprehension and engagement. At the same time, given the accessibility benefits of virtual sessions, the program should focus on enhancing virtual offerings through increased interactivity, collaborative opportunities, and improved pacing to better engage participants.

Highlights and Future Exploring

Participants from both formats identified key highlights such as practical classroom strategies, formative assessment concepts, and team collaboration. In-person attendees particularly emphasized classroom implementation and a deeper conceptual understanding of formative assessment, while virtual participants valued formative assessment learning, resource exploration, and collaborative sharing but also expressed a desire for more time, clarity, and depth in the sessions. Looking ahead, in-person participants were most interested in exploring planning and implementation in the classroom and further deepening their understanding of formative assessment. Virtual participants, meanwhile, prioritized learning targets, formative assessment practices, and team collaboration processes. To support these goals, future learning opportunities should be tailored to these areas by providing targeted planning support and deeper formative assessment training for in-person groups and expanded collaborative, resource-focused learning for virtual participants.

Event Scheduling

Feedback on event scheduling and format preferences revealed a clear split between Traditional Coaches, who generally preferred in-person events, and District Coaches, who favored virtual options. Most Coaches acknowledged that both formats can meet their learning needs but also highlighted challenges related to timing, travel, and access. Common requests included offering more regional options, avoiding after-school sessions, and incorporating breaks to improve participant experience. Therefore, a hybrid scheduling approach is recommended, leveraging the strengths of both formats to maximize accessibility and engagement. This approach should maintain in-person events when feasible, particularly for Traditional Coaches, while continuing to enhance virtual offerings for District Coaches and those with scheduling constraints. Thoughtful scheduling that considers family and work-life balance, regional access, and session pacing will further support participation and satisfaction.

Overall Takeaways

Overall, these recommendations are grounded in the comparative data from both in-person and virtual sessions and reflect the expressed preferences and learning outcomes of participants and Coaches. By implementing a flexible and responsive approach to event delivery and follow-up support, the FAME program can better address diverse learning needs and optimize the impact of its professional learning offerings throughout the 2025-26 school year and beyond.

Attachment C

Building Understanding Series 2024-2025

**Prepared by
Sophia Schotts and Tara Kintz**

**Michigan Assessment Consortium
July 2025**

Background

During the 2024–25 school year, FAME Leads launched a newly redesigned Building Understanding series aimed at supporting the professional growth of Coaches and Learning Team Members. A total of sixteen session topics were identified, with eight developed and delivered in 2024–25 and the remaining eight scheduled for the 2025–26 school year. These sessions were designed to provide practical, focused learning experiences that directly align with the formative assessment process outlined in the FAME Learning Guide.

Survey

To better understand the impact of the new Building Understanding series, a feedback survey was administered following one of the sessions. It is important to note that this analysis is based on a single session with a total of eleven responses and should be interpreted as an initial snapshot rather than a comprehensive evaluation. The survey was distributed to 45 participants, yielding a response rate of approximately 24%. Ongoing analysis will be necessary as additional sessions take place to build a more complete understanding of participant experience and impact.

Overview

This summary presents an initial analysis of data collected from FAME Coaches and Friends of FAME who attended a Building Understanding session during the 2024–25 school year. The insights reflect participant experiences and the ways they have begun applying their learning. While the small sample size limits the generalizability of the findings, the analysis offers early observations about the value and relevance of this new professional learning opportunity. Survey responses were thoroughly coded and analyzed to identify emerging themes that can inform future session planning and support for Coaches.

Summary of Building Understanding Series Survey Data

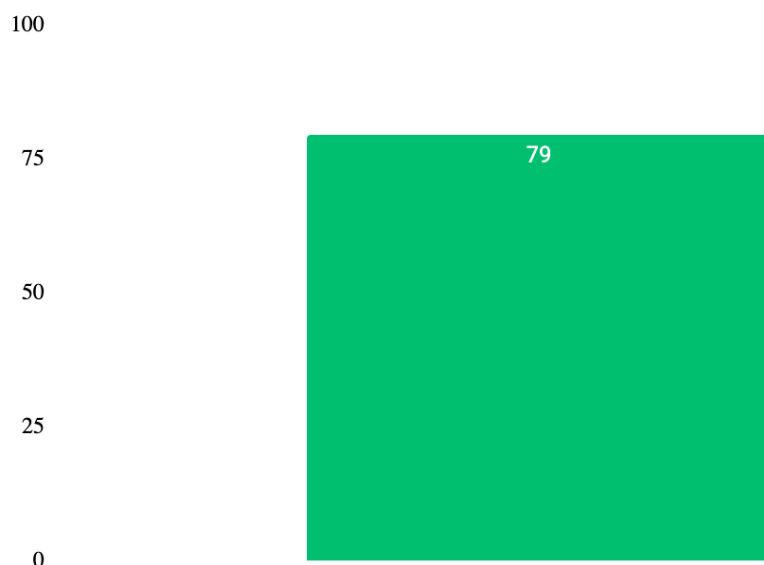
Overall, the Building Understanding Series survey data indicated that participants found the sessions helpful in deepening their understanding of formative assessment and in supporting their work with Learning Teams. Since the data reflects only one session during the 2024–25 school year, the findings offer preliminary insights into participant experience. As more sessions are delivered and additional data is collected, emerging patterns and trends will be easier to identify. Where possible, key themes have been summarized based on participant responses, with future analysis planned to capture changes over time, variations across sessions, and how the data compares to feedback collected in subsequent years.

Value of the Session

The Building Understanding Series survey asked participants to indicate how valuable the session had been for them as an educator. Overall, participants rated the learning experience an average of 79 out of 100, indicating that the session was perceived as highly valuable. This strong

rating suggests that the content was relevant, engaging, and applicable to participants' roles as educators. The feedback highlights the effectiveness of the session in enhancing understanding and supporting professional growth.

Figure 1. Value of Building Understanding Series



Examples of How the Sessions have been Helpful

The third question on the Building Understanding Series survey asked participants: *Please provide examples of how the Building Understandings sessions have been helpful to you as an educator.* The most common response among participants was “Deepened Understanding of Formative Assessment.” Within this category, participants referenced elements such as deepened understanding of the components, structures, and support. **Table 1** provides a more detailed breakdown of these categories below.

Table 1. Examples of How the Sessions have been Helpful		
Category	Frequency	Example
Deepened Understanding of Formative Assessment	Participants (Coaches/Friends of FAME): 5	<i>Helps me go deeper in my understanding of the components of Formative Assessment.</i>
Support for FAME Team Planning	Participants (Coaches/Friends of FAME): 2	<i>The information gathered from these sessions helped drive my FAME meetings.</i>
Practical Examples & Strategies	Participants (Coaches/Friends of FAME): 2	<i>Relevant strategies!</i>

Collaboration & Impact on Others	Participants (Coaches/Friends of FAME): 1	<i>This series has helped me make connections among the teachers I work with - it's enhanced their instructional practices through collaboration and understanding.</i>
Instructional Focus	Participants (Coaches/Friends of FAME): 1	<i>This keeps formative assessment at the forefront of my mind when there are so many other competing priorities, all important. Some of our have been focusing on student self-assessment and being more intentional with learning targets and success criteria has helped us.</i>

Use or Future Use of Learned Concepts and Strategies

Another question on the Building Understanding Series survey asked participants to share how they have used or plan to use the information learned from the series. As shown in **Table 2**, the majority of respondents indicated “Using with FAME Team” as the area they are most looking forward to exploring with their learning team. Other categories included “Applying in Other Professional Settings,” “Supporting Teacher Collaboration,” “Instructional Integration,” and “Undetermined Use.”

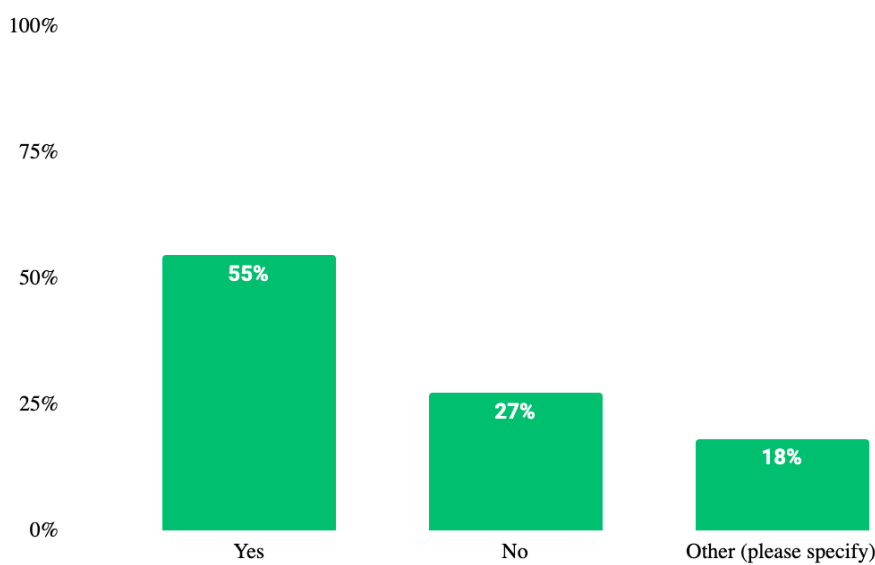
Table 2. Use or Future Use of Learned Concepts and Strategies		
Category	Frequency	Example
Using with FAME Team	Participants (Coaches/Friends of FAME): 4	<i>I have already used it while attending FAME meetings with teachers and administrators.</i>
Applying in Other Professional Settings	Participants (Coaches/Friends of FAME): 2	<i>Possibly use during PLC or staff meetings for professional development.</i>
Supporting Teacher Collaboration	Participants (Coaches/Friends of FAME): 2	<i>I plan to continue supporting teachers as I do and facilitating collaboration amongst them.</i>
Instructional Integration	Participants (Coaches/Friends of FAME): 2	<i>I have used the information with my team and plan to use it more in the future.</i>
Determined Use	Participants (Coaches/Friends of FAME): 1	TBD.

Event Timing and Feedback

When asked about the timing of the Building Understanding series, 55% of participants

expressed that the timing of the sessions is convenient for them. 27% of participants expressed that the timing of the sessions was not convenient, and 18% of participants selected 'Other.' Examples of responses in this category include: "I received links for the first couple of sessions but then didn't get the others. I received recording links for a couple," and "I found the structure, meeting once a month, was helpful in reminding me that formative assessment is something we want to focus on. It is sometimes easy to get pulled in other directions as other important priorities arise."

Figure 3. Event Timing and Feedback



For those who indicated that the session timing was not convenient, an optional follow-up question invited participants to suggest alternative times that would be more feasible. Of the three participants who responded, one shared, "As it turns out, I am in my chaperone era. I spend nearly every afternoon and evening driving my kids everywhere. I appreciate the recordings." Another said, "During the day would be easier to attend." A third participant noted, "I have a hard time attending 4:30–6:00 p.m. As a mom, I am running kids, getting dinner ready, and helping with homework during that time. I think during the school day works best for my schedule."

Building Understanding Series Improvements

Next, we asked participants in the Building Understanding Series survey: *What, if anything, could be improved in the Building Understanding Series?* The most common response was "No Suggestions/Unclear." However, some participants did mention areas for improvement, including scheduling and timing, session format and structure, content, and communication and access.

Table 3 provides a more detailed breakdown of these categories.

Table 3. FAME Event Offerings and Scheduling Feedback: Coaches assigned to a Lead & District

Coaches		
Category	Frequency	Example
No Suggestions/Unclear	Participants (Coaches/Friends of FAME): 4	<i>I cannot think of anything that could improve the series.</i>
Scheduling & Time	Participants (Coaches/Friends of FAME): 3	<i>Time – it often falls on my commute home. Earlier hours during the school day would be better.</i>
Session Format & Structure	Participants (Coaches/Friends of FAME): 2	<i>I would love to have more participants to talk to in the breakouts but I know that isn't something you can necessarily control.</i>
Content Suggestions	Participants (Coaches/Friends of FAME): 1	<i>These sessions are good. But if the sessions have more theoretical frameworks built in, it will be better.</i>
Communication & Access	Participants (Coaches/Friends of FAME): 1	<i>Calendar invites with links for all sessions instead of sending out links for each separately.</i>

Message to the BU Presenters

Lastly, the Building Understanding Series survey gave participants the opportunity to leave a message for the presenters. Overall, the majority of feedback fell under the category of “Appreciation & Gratitude” (5 responses), with examples such as, “Excellent work. I appreciated their sessions and felt that I learned a lot,” and “Thank you! I appreciate the time and depth of knowledge.” Additional responses were categorized as “Relevance & Practical Use” (2 responses), “Collaboration & Breakouts” (2 responses), “Suggestions for Improvement” (1 response), and “No Specific Feedback/Not Applicable” (1 response). See quotes from participants below.

Summary and Recommendations

In summary, early feedback from the Building Understanding Series indicates that participants view the sessions as both valuable and highly relevant to their professional roles. The series has effectively deepened educators’ understanding of formative assessment while fostering meaningful application within their teams. Key takeaways from this initial feedback are outlined below.

Value of the Session

Participants found the Building Understanding Series to be a highly valuable professional learning experience, giving it an average rating of 79 out of 100. Feedback indicated that the content was relevant, engaging, and applicable to their roles as educators. Many participants noted

a deepened understanding of formative assessment and expressed appreciation for the structure and support provided throughout the series. The recommendation is to continue offering professional learning experiences that are similarly relevant, well-structured, and supportive of educators' growth, while remaining responsive to participant feedback.

Examples of Growth and Use

Participants identified several meaningful ways the Building Understanding Series supported their growth as educators. The most frequently cited benefit was a deepened understanding of formative assessment, including its components, structures, and the support needed for effective implementation. Others noted the series' role in enhancing FAME team planning, providing practical strategies, and fostering collaboration that positively impacted both their own practices and those of their colleagues.

In addition, participants shared how they have applied, or plan to apply, the learning in their professional contexts. The most commonly intended use was with FAME teams, while others reported plans to integrate the concepts into professional development sessions, teacher collaboration, and classroom instruction.

The recommendation is to continue designing learning experiences that strengthen educators' understanding of key instructional practices, while encouraging application in team planning, collaboration, and classroom integration.

Overall Value

Initial feedback from the Building Understanding Series indicates that the sessions are a valuable professional learning experience for FAME Coaches and Learning Team Members. Participants found the content relevant, practical, and aligned with their work, particularly in deepening their understanding of formative assessment. Many reported applying their learning within FAME teams and other professional contexts, suggesting early signs of both individual and team-level impact.

While based on a small sample from one session, the results show strong engagement, appreciation for the presenters, and early evidence of the series supporting instructional growth. As additional sessions are delivered and more feedback is collected, a clearer picture of the series' broader impact will continue to emerge.

Attachment D

FAME Coach Update Survey Data Summary 2024-2025

**Prepared by
Sophia Schotts and Tara Kintz**

**Michigan Assessment Consortium
July 2025**

FAME Coach Update Survey Data Summary 2024-25

Background

Formative Assessment for Michigan Educators (FAME) is designed and implemented by the Michigan Department of Education as part of a comprehensive and balanced assessment system. The project has developed a leadership model in which individuals with formative assessment experience have taken on the role of Regional Lead to provide the training and support for the Learning Team Coaches in the FAME project.

The Michigan Assessment Consortium has provided support to the FAME project and continued to conduct research on the FAME initiative during the 2024-25 school year. This summary outlines the results from the surveys administered to the Coaches regarding their work with the FAME project over the course of the 2024-25 school year. The goal of the survey data was to assist the FAME leadership team, especially the Regional Leads, to provide the support and resources Coaches needed to make their FAME experience as useful as possible. The information was intended to help the Regional Leads know what the Coaches and Learning Teams were working on as well as support and resources Coaches needed to improve their FAME work. A selection of survey responses were shared with the Regional Leads, MDE, and the MAC research and development team during the school year as data from each survey was analyzed. This summary provides a comprehensive report of the FAME 2024-2025 Coach Update Survey data.

Survey

Throughout the 2024-25 school year, a monthly Coach update survey was administered to Coaches for each of the nine Regional Leads and five participating focal districts. Each month, the survey contained 5 (with the exception of February, which contained 8) questions focused on the Learning Team meetings, learning about and implementing the formative assessment process, and any requests for additional support. There are 3-4 questions that are consistent throughout the year and 1-2 survey questions that are customized to gather information that is responsive to Coach experiences and useful for FAME Leadership. The first survey included questions that were different from the consistent questions included in the four other surveys. The survey was administered to approximately 207 Coaches assigned to a Lead and 70 District Coaches at 5 different time points over the course of the 2024-25 school year. The average response rate to the FAME Coach Update Survey was 31%. The last Coach Update Survey administration for April was included in the FAME Coach End of the Year Survey. The End of the Year Coach Survey was administered to all Coaches in April 2025. The survey data from the periodic Coach Update Surveys was administered to groups of Coaches assigned to each of the 9 different Regional Leads or in the 5 school districts, and then the data was combined in the following summary for all of the Leads, where possible overall, Coaches assigned to a Lead, and Coaches from the 5 focal districts

are shown side-by-side to illustrate any differences that may exist. **Note: The two groups will be referred to as Coaches Assigned to a Lead and District Coaches in this summary for the ease of the reader.**

Overview

The Regional Leads have been responsible for the delivery of the initial professional learning in the yearly formative assessment Launching into Learning for the Coaches. In addition, the Regional Leads collaborate and support Coaches and their professional learning communities in the FAME project throughout the school year. Each Lead is assigned to support a group of Coaches who are responsible for leading the FAME Learning Teams. Seven Regional Leads were responsible for the five school districts this year and coordinated the initial professional learning as well.

This summary provides an overview of the survey data collected over the 2024-25 school year from the FAME Coaches on their work with their FAME Learning Teams. The analysis provides a summary of the main questions included in the Coach Update Surveys. In addition, information is provided for additional questions that were added to the survey monthly.

The next section includes the following questions from the surveys: motivation for being a FAME Coach, knowledge and understanding of the formative assessment process, suggestions for personal support to increase understanding of the formative assessment process, suggestions for a professional learning series, frequency of meetings, primary formative assessment component discussed in Learning Team Meetings, administrator support of formative assessment, teacher practice, effective resources, focus on the student, and requests for further support.

Further information about the Coach and Learning Team members' work on the FAME Learning Teams and the formative assessment process can be found in the reports from the End of the Year Coach and LTM Surveys, 2024-25. The results are synthesized here from the complete coding and analysis of the data.

Summary of Monthly Coach Survey Data

Overall, the monthly Coach Update Survey data indicated that teams varied in the extent to which they met on a monthly basis and the topics they discussed. Compared to the previous years, there was a slightly reduced variation of the questions each month, and where possible, trends are shown over the course of the school year, district differences are noted, and information is provided on how the data compares to the prior year's Coach Update survey results.

Motivation to Become a FAME Coach

The Fall FAME Coach Update Survey asked Coaches assigned to a Lead about their motivation to become a FAME Coach. **Table 1** below shows the category, frequency and examples for the Coach responses to the question: *What motivated you to be a FAME Coach?* Most commonly,

Coaches indicated that the top three reasons were: A desire for Self-Improvement (23 total responses), Recruitment into the Program (18 total responses), and the opportunity to Support the School and District (17 total responses).

Table 1. Motivation to Become a FAME Coach		
Category	Frequency	Example
Self-Improvement	Assigned to a Lead: 19	<i>I am interested in growing my skillset and improving as an educator.</i> <i>New role as an instructional coach, so FAME was a great resource to help strengthen my learning.</i>
	District: 4	<i>I am seeking to enhance my understanding of effective methods for incorporating formative assessment in the classroom. Additionally, I would like to learn how to effectively utilize this data to support student learning.</i>
Recruitment into the Program	Assigned to a Lead: 15	<i>Another Principal told me I should do it. I am excited to solidify ideas about Formative Assessment practices and learn about Adaptive Schools and Cognitive Coaching.</i> <i>My mentor encouraged me to learn more about it to support my team.</i>
	District: 3	<i>I was encouraged to do it by the Washtenaw County Coaching Collaborative. I am also really interested in formative assessment and assessment practices in general.</i>
Support to School & District	Assigned to a Lead: 15	<i>Our district has committed to providing students with good feedback about their learning progression. Formative Assessment techniques and strategies are one of our district's MiCIP goals and with that in mind, I wanted to bring the knowledgebase of FAME to our district.</i> <i>Wanting to build capacity within districts on the formative assessment process.</i>
	District: 2	<i>I am encouraged by the FAME components and want to help incorporate the ideals throughout my school.</i>
Support to Teachers	Assigned to a Lead: 10	<i>I was motivated by a desire to learn more tips to share with the teachers I coach. Better formative assessment leads to more student centered classrooms, which is a goal.</i>

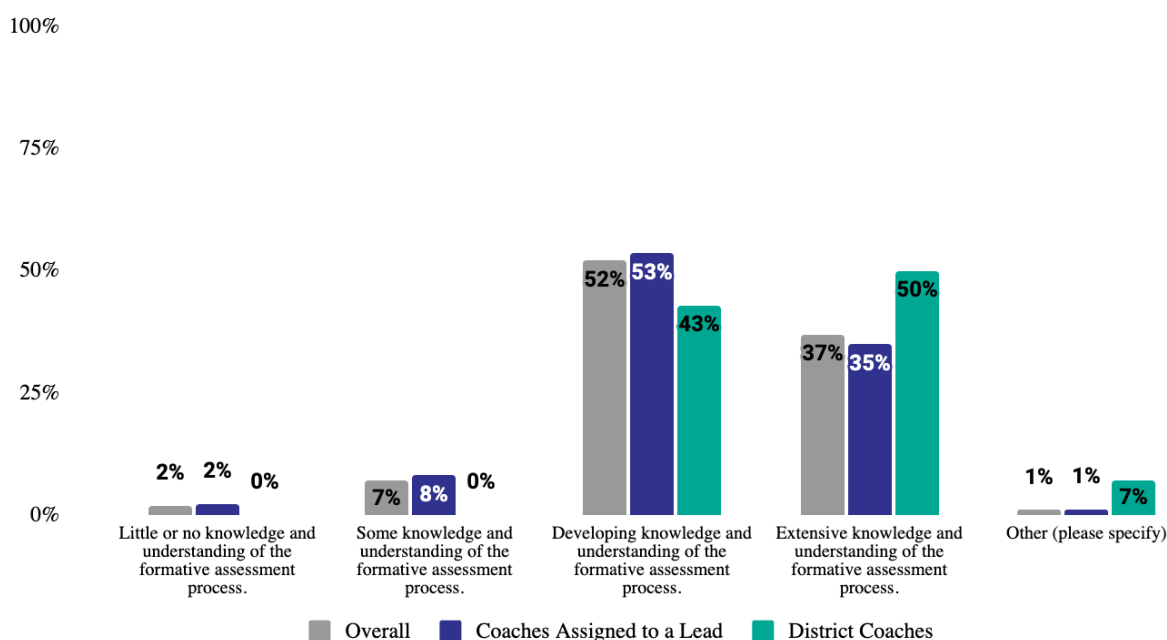
		<i>Helping teachers develop a way to reach all children and see growth in themselves and their students.</i>
	District: 2	<i>Wanting to better support teachers with formative assessment practices.</i>
Necessary to their Jobs	Assigned to a Lead: 10	<i>An understanding of Formative Assessment is an important part of my role as the Instructional Coach in my building.</i> <i>Our principal's instructional goal includes increasing formative assessment and as an instructional coach who supports teachers, I needed more support and resources myself.</i>
	District: 2	<i>I am the only district curriculum support for our school district. FAME is one of the only district initiatives. I feel it is essential I understand and can apply FAME.</i>
Belief in Formative Assessment	Assigned to a Lead: 12	<i>I believe strongly in formative assessment and want to help find ways to strengthen these processes at my school level through instructional coaching.</i> <i>I think that the formative assessment process is one of the most powerful things I have witnessed as an educator! I wanted to help others with understanding FAME, while learning more myself. I wanted to build capacity and connections. Also, the fact that this the professional learning and materials are free is amazing.</i> <i>Our district's continuous improvement plan includes a goal of using formative assessment to drive student learning. As an instructional coach, the FAME learning and framework was a great support to use to help our buildings achieve this goal.</i>
	District: 0	

Knowledge and Understanding of the Formative Assessment Process

The second question of the Fall 2024-2025 FAME Coach Update Survey asked about the Coach's knowledge and understanding of the formative assessment process. The question asked: *How would you describe your knowledge and understanding of the formative assessment process?* The most

common overall response was: “developing knowledge and understanding of the formative assessment process.” Coaches assigned to a Lead identified this as the area they felt most knowledgeable about, while District coaches most frequently reported having “extensive knowledge and understanding” of the topic. These responses include first year Coaches through Coaches who had been involved in the FAME program for several years. Overall, these responses indicate that the majority of Coaches report their knowledge and understanding of the formative assessment process is developing or extensive.

Figure 1. Knowledge and Understanding of the Formative Assessment Process, 2024-2025



Reviewing data from the 2023–24 school year, 59% of Coaches reported having “developing knowledge or understanding,” while 35% indicated “extensive knowledge or understanding” of the formative assessment process. An additional 4% reported having “some knowledge and understanding.” These results reflect a similar trend in Coaches’ self-reported knowledge when compared to **Figure 1** from the current school year. However, this year’s data shows a wider distribution, with some Coaches reporting “little or no knowledge” and selecting “other” as well.

Suggestions for Personal Support in Understanding the Formative Assessment Process

Another question on the Fall 2024-2025 FAME Coach Update Survey asked: *What might be most helpful to support you in deepening your understanding of the formative assessment process?* Overall, the suggestions that Coaches provided centered around a desire for more examples and resources (e.g., videos – 29 total responses), as well as additional FAME learning opportunities through Thinking Collaborative sessions, classroom observations, continued workshop opportunities, and

more (20 total responses).

An additional key theme was the ability to collaborate. Coaches expressed a strong desire for and appreciation of peer collaboration, including working and thinking together, hearing from and encouraging teachers, sharing examples, and more (18 total responses). Examples of this include: “More opportunities to learn from coaches who have worked with FAME for multiple years,” and “Relevant application of the materials; hearing from colleagues living and experiencing FAME helps me to visualize how it can work within my building.” In line with this desire for collaboration, Coaches also emphasized the value of seeing formative assessment modeled in real settings, such as in the classroom demonstrating student understanding in virtual settings, coach conversations, and more (12 total responses).

Beyond these themes, some Coaches indicated the question was not applicable (7 total responses), while others cited time constraints (6 total responses) or shared that they were unsure where to begin, as they were still adjusting and preparing for the school year (4 total responses). Lastly, a few Coaches specifically mentioned feedback, highlighting the value of existing resources such as the FAME website and support from their Lead (3 total responses).

Table 3. Suggestions for Personal Support in Understanding the FA Process		
Category	Frequency	Example
More Examples & Resources	Assigned to a Lead: 26	<i>Videos/tools to share with teachers to support the formative assessment process in their classrooms.</i> <i>Discipline-specific examples of Formative Assessment; means for recording/tracking student growth with FA.</i>
	District: 2	<i>Exemplars and protocols.</i>
FAME Learning Opportunities	Assigned to a Lead: 16	<i>Increased clinical practice with continuous professional development.</i> <i>Continued opportunities for workshops and professional learning like Cognitive Coaching and Adaptive Schools.</i>
	District: 4	<i>Different types of formative assessment to gather evidence.</i>
Ability to Collaborate	Assigned to a Lead: 14	<i>I would really value a PLC time to sit with other coaches to explore the website, learn about the journey for others (meeting agenda), and develop a growth plan for my mission.</i>

		<i>Continued observations of teachers implementation in the classroom.</i>
	District: 4	<i>More opportunities to learn from coaches who have worked with FAME for multiple years.</i>
Modeling of Formative Assessment	Assigned to a Lead: 10	<i>Seeing how experts in formative assessment use it in their classrooms. Live or video.</i> <i>More tangible information for what to do on our FAME team and how to help support teachers who are trying to better implement the formative assessment process.</i>
	District: 2	<i>Video clips of formative assessment in action, viewing samples of actual assessment tools, student work and feedback.</i>
N/A	Assigned to a Lead: 6	<i>I can't think of anything at this time.</i> <i>I think I'm in a good spot for now.</i>
	District: 1	<i>Nothing... The site and resources are very helpful.</i>
Time Constraint	Assigned to a Lead: 6	<i>I feel as though I have all the resources, I just might need some direction as to what to access first. I don't have time to read through all that is available to me.</i> <i>I have a great understanding of the process as a coach. However, I struggle with having quality time with my team as funding does not always allow for subs, and with our teachers on so many initiatives they do not have time before or after school. I am developing new ways to continue the work.</i>
	District: 0	
Unsure of Where to Begin / Not Sure	Assigned to a Lead: 4	<i>I'm not sure at the moment. I am just dipping my toes into FAME so far.</i> <i>Not sure at this time.</i>
	District: 0	

Feedback	Assigned to a Lead: 3	<i>None so far, the FAME website resources so far have been enough and working with colleagues through a process has been the most helpful.</i> <i>Our Fame Lead, LeeAnn Moore, does a wonderful job supporting me as a FAME coach and learner. Continuing to have her as a resource would be most helpful!</i>
	District: 0	

Support to Students to be Self-Directed Learners

In December/January, we asked Coaches: *What are some ways that Learning Team Members are supporting students to be more self-directed learners?* A large number of Coaches indicated that Learning Team Members are supporting students through student self-assessment (28 total responses), with comments such as, “We are focusing on utilizing success criteria to assist students in monitoring their own learning.” In addition, Coaches reported supporting students through learning targets and success criteria (28 total responses), highlighting strategies such as using student-friendly language, fostering intentional student awareness, and promoting more effective communication in the classroom.

Some Coaches also mentioned supporting student self-direction through professional learning, planning, and collaboration (8 total responses), with responses ranging from, “The learning team is exploring what formative assessment is and is not. The idea between learning zone and performance zone has been a concept we have had to repeatedly think about as many want to assign grades to everything students do,” to, “Using various strategies learned during our meetings in the classroom.” Other Coaches pointed to student engagement and active participation (9 total responses), or the use of resources, tools, and technology (7 total responses). The remaining responses fell under “other” or “not sure” (7 total responses). Below, **Table 4** elaborates on the results for each category.

Table 4. Support to Students to be Self-Directed Learners		
Category	Frequency	Example
Student Self Assessment & Feedback	Assigned to a Lead: 19	<i>implementing rubrics with learning activities in order to provide opportunities for self assessment and teacher feedback.</i> <i>Using "I Can..." statements to create student-goal setting and self-monitoring strategies.</i>

	District: 9	<i>We allow students more responsibility, flexibility and the opportunity to be leaders on a daily basis.</i>
Learning Targets & Success Criteria	Assigned to a Lead: 18	<i>Teachers are more intentional with their Learning Target and making sure students know and are aware of the success criteria, or how they will show the teachers what they know! We have first and Kindergarten students who can evaluate their learning!</i> <i>We are focusing on writing measurable learning targets and communicating these goals to the students to help them be more self-directed learners.</i>
	District: 10	<i>Setting clear learning goals, providing regular feedback, and encouraging reflection.</i>
Professional Learning, Planning, & Collaboration	Assigned to a Lead: 10	<i>Teachers are more thoughtfully selecting tools and considering what they tell about a student's learning as opposed to thinking more about a grade. They are using this information to inform discussions about learning WITH students.</i> <i>The teachers are planning to provide a survey to students to gather their view on the implementation of teachers using specific formative assessment process items.</i>
	District: 7	<i>The team is trying out the formative assessment planning template. We are talking about alternate ways to utilize formative assessment in the classroom.</i>
Student Engagement & Active Participation	Assigned to a Lead: 4	<i>Teachers are developing rubrics with students. Teachers are also gathering evidence through exit tickets, mandatory responses (thumbs up/down, 1-4 ranking, etc.).</i> <i>Gathering evidence of learning from all using intentional use of questioning and various types of exit tickets.</i>
	District: 5	<i>Work around collaborative discourse and deeper thinking/conversations about their learning.</i>

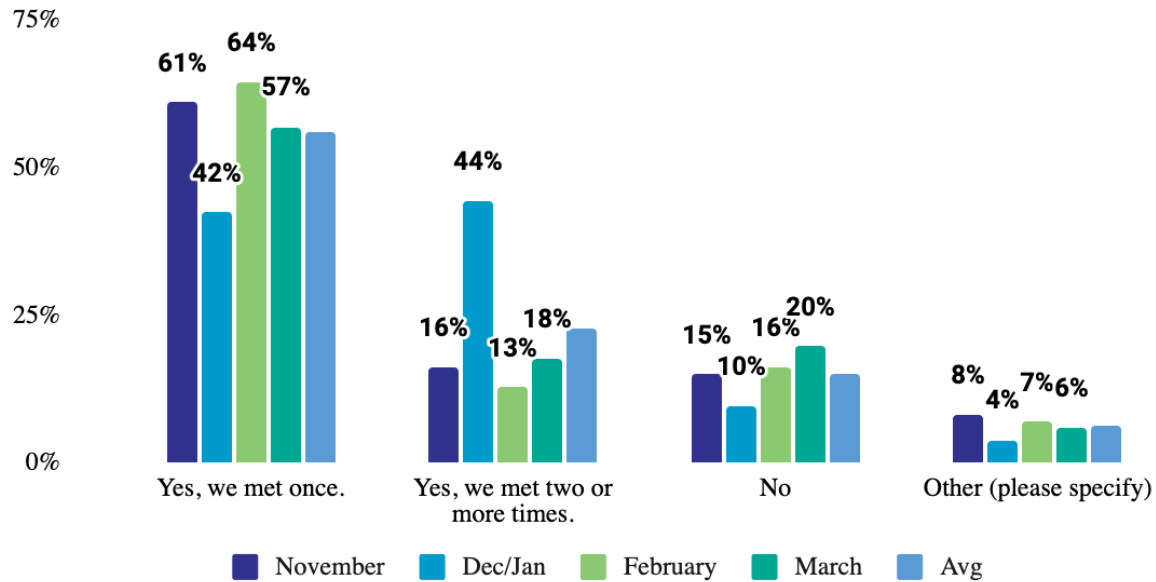
Resources, Tools, & Technology	Assigned to a Lead: 5	<i>Learning Team members are using exemplars (some AI-generated) to model assignment expectations. Students are using checklists/rubrics to examine and assess models/exemplars that meet, exceed, or fall below standards during writer's workshops and then applying their detection skills when producing and evaluating their writing.</i> <i>Using unit screener data to help students reflect on which math Game Center's would help them with needed learning targets.</i>
	District: 2	<i>Being intentional about the use of FA tools and feedback exemplars.</i>
Other/Not Sure	Assigned to a Lead: 4	<i>We are not with students at this time so we are building our understanding.</i> <i>Still in the beginning conversation stages.</i>
	District: 3	<i>We didn't meet, but are meeting on February 7th.</i>

Frequency of Meetings

In November, December/January, February, and March, Coaches were asked how frequently they had met during the month(s). Overall, responses indicated that meetings typically occurred once per month. The exception was in the December/January survey, where a number of Coaches reported meeting two or more times. This variation is likely due to the survey covering a two-month period, both December and January, unlike the other surveys, which asked about a single month.

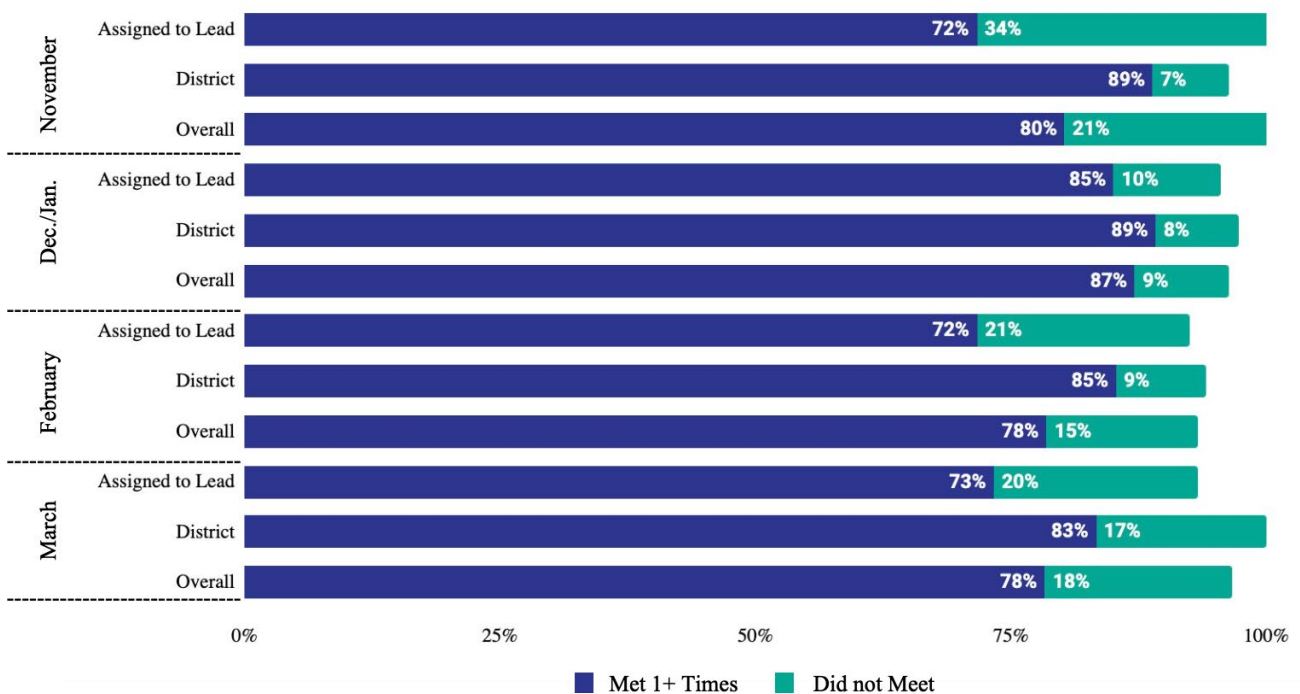
Figure 2. Frequency of Learning Team Meetings

100%



In **Figure 3**, to show the difference between Coaches assigned to a Lead and District Coaches, we collapsed the “Yes, we met once” and “Yes, we met two or more times” into one category. This allows us to see that a larger number of Coaches were able to consistently meet at least once throughout the school year.

Figure 3. Frequency of Learning Team Meetings by Coach Population



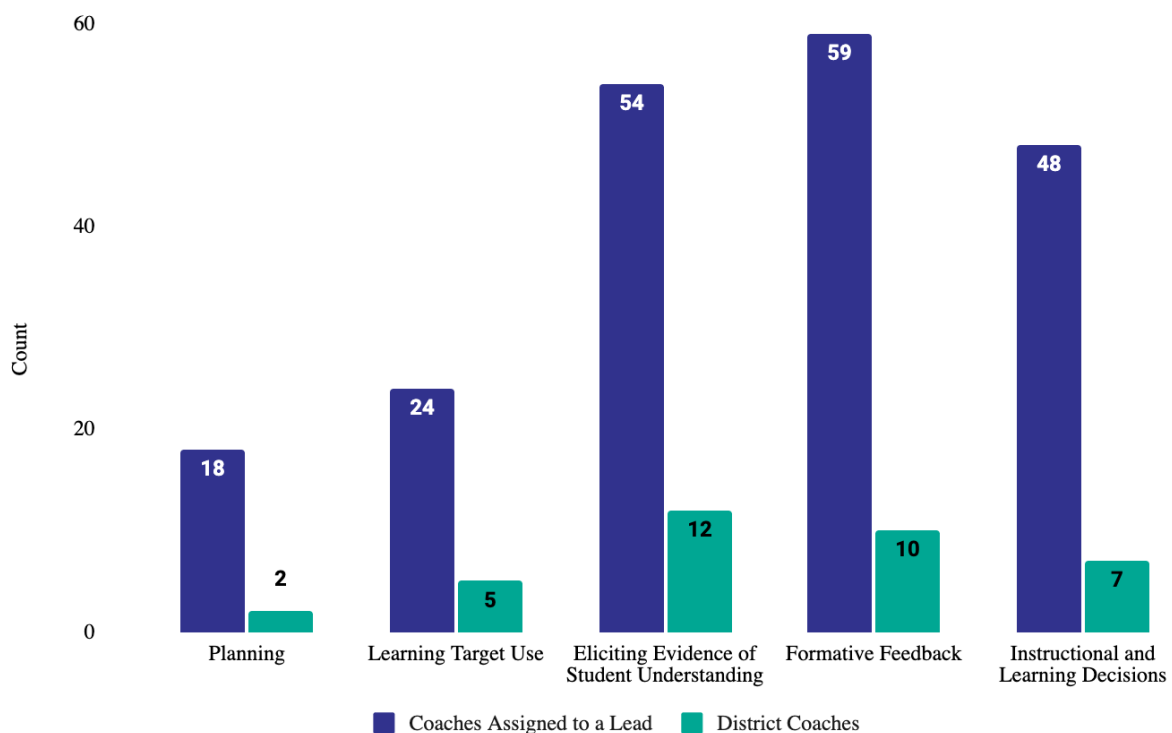
Previously, during the 2023-24 school year, an average of 78% of Coaches responded that they had met one or more times. This was notably more than the previous 2022-2023 school year, where an average of 68% of Coaches responded that they had met one or more times. The 2024-2025 school year has continued a similar trend, with an average of 79% of Coaches indicating that they met one or more times with their Learning Teams this school year.

Primary Formative Assessment Component Discussed in Learning Team Meetings

In the Fall FAME Coach Update Survey, we asked: *Which formative assessment Component(s) are you most looking forward to learning about, and implementing in classrooms with your Learning Team?*

Note: This question was a mark all that apply. **Figure 5** shows that, as in the previous year, both Coach groups most commonly reported looking forward to discussing Formative Feedback and Eliciting Evidence of Student Understanding.

Figure 5. Formative Assessment Component(s) Planning to Discuss by Coach Population



In all the subsequent FAME Coach Update Surveys, we asked: *Please indicate the formative assessment Component(s) that your Learning Team discussed and/or were the focus of your Learning Team Meetings.* In **Figure 6**, there was a shift away from Planning, but there was sustained attention during Learning Team Meetings on Eliciting Evidence of Student Understanding, matching what Coaches reported they most looked forward to learning about. This trend held for both Coaches assigned to a Lead and District Coaches.

Figure 6. Formative Assessment Component(s) Discussed Over 2024-25

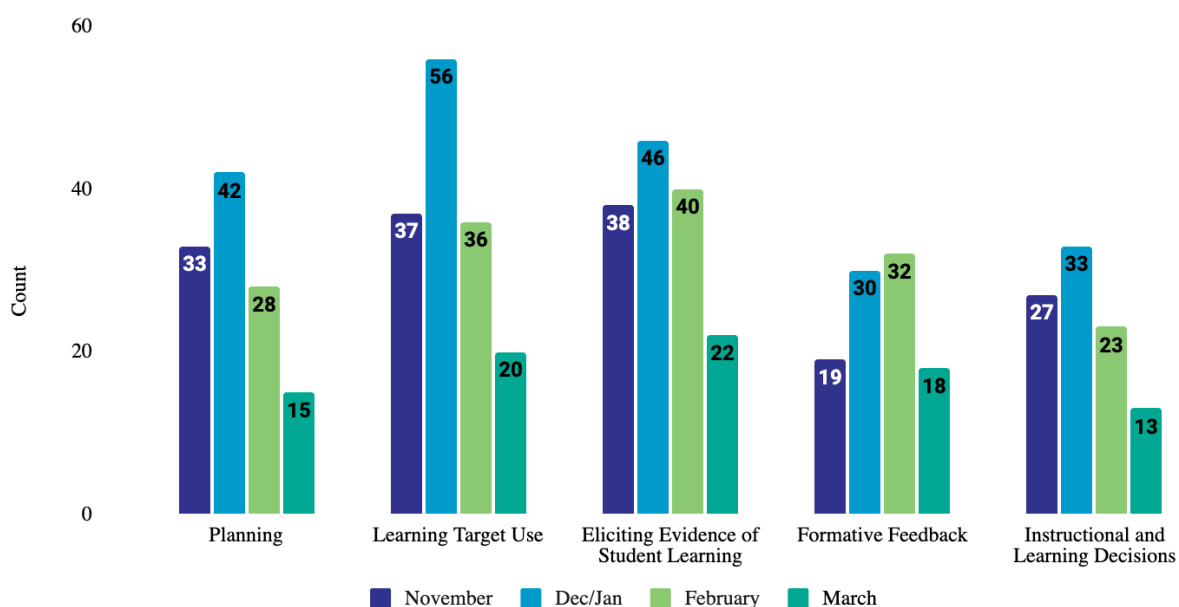


Table 4 shows the breakdown of formative assessment components discussed each month by the different Coaches. This shows that typically the Coaches were focusing on similar components each month with sustained focus on learning target use (149 total), followed closely by eliciting evidence of student learning (146 total).

	November		Dec/Jan		February		March	
	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>
Planning	24	9	26	16	15	13	15	0
Learning Target Use	22	15	32	24	17	19	19	1
Eliciting Evidence of Student Learning	25	13	30	16	24	16	18	4
Formative Feedback	13	6	18	12	18	14	16	2

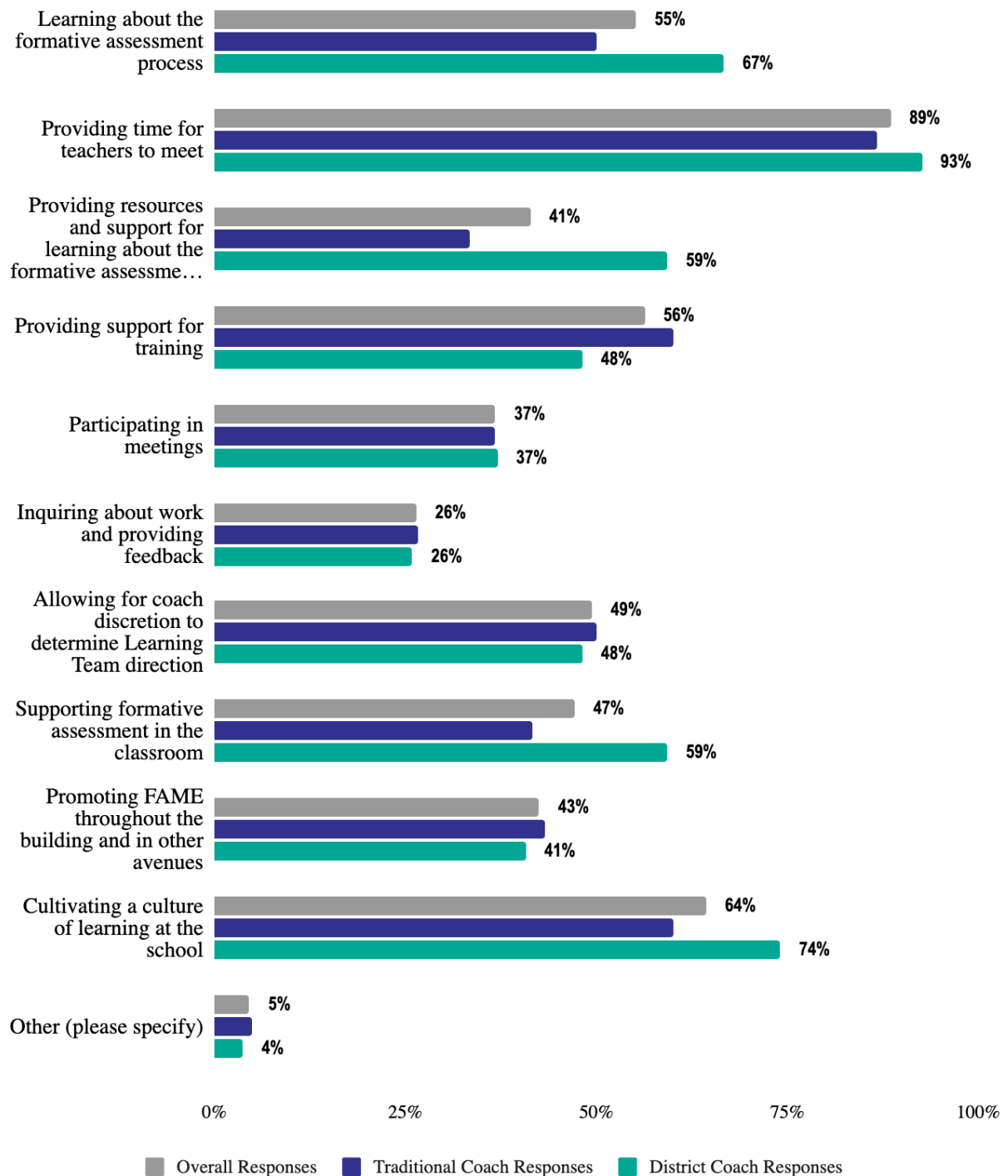
Over the course of the 2022–23 school year, coaches most frequently reported discussing Planning. In contrast, during the 2023–24 school year, the most commonly discussed area shifted to Eliciting Evidence of Student Learning.

Administrator Support of Formative Assessment

In November, we inquired about: *What characteristics of an administrator are most helpful in*

supporting the learning about and implementation of the formative assessment process by you and your Learning Team? As shown in **Figure 7**, more than 80% of Coaches identified “providing time for teachers to meet” as the most helpful support. The second most commonly selected characteristic was “cultivating a culture of learning at the school,” with both Coach groups in agreement. Fewer than 30% of Coaches indicated that “inquiring about work and providing feedback” was the most helpful trait.

Figure 7. Helpful Administrator Support of Formative Assessment by Coach Population



Effective Resources

In the December/January FAME Coach Update Survey, Coaches were asked: *What tools and resources are supporting you and your Learning Team in learning about and implementing the formative assessment process?* The most commonly referenced resource was the FAME Learning Guide and FAME Resources, mentioned by 50 Coaches (34 assigned to Leads, 16 District Coaches) as foundational in helping them apply formative assessment practices. The second most

frequently cited category was Curriculum & Instructional Practices, referenced by 16 Coaches (6 assigned to Leads, 10 District Coaches). Other notable responses included Professional Learning & Additional Resources (13 total responses) and Thinking Collaborative Resources (6 total responses). **Table 5** includes the response categories, frequency, and examples for this question on teacher practice.

Table 5. Effective Resources for Implementation		
Category	Frequency	Example
FAME Learning Guide & FAME Resources	Assigned to Lead: 34	<i>FAME Coach binder, FAME Learning Guide, FAME website resource bank, online resources.</i> <i>FAME Learning Guide and resources from the website.</i>
	District: 16	<i>Articles, videos, and set agendas from the FAME website.</i>
Curriculum & Instructional Practices	Assigned to Lead: 6	<i>Going over initiatives at our FAME meetings has been helpful.</i>
	District: 10	<i>We are discussing the best ways to support student executive functioning in the classroom.</i> <i>Planning and planning template, articles on learning progressions and deep searches for adjustments to learning.</i>
Professional Learning & Additional Resources	Assigned to Lead: 7	<i>Various articles and books we have found about formative assessment.</i> <i>We have found it useful to go to our ISD for FAME learning ahead of our meetings. We are in Washtenaw county.</i>
	District: 6	<i>We have been using the book The Success Criteria Playbook to lead discussions.</i>
Thinking Collaborative Resources	Assigned to Lead: 5	<i>I am using adaptive schools and cognitive coaching to facilitate our groups. We have coordinated with our ISD to review foundational writing and move into our writing standards. Our</i>

		<i>team has taking the standards, aligned them to our current writing curriculum, and developed a sequence of skills and rubrics. Now that the rubrics are designed we will use these to score student writing and inform our instruction.</i> <i>Our focus was on Cognitive Conflict, and we used information and tools collected at my Adaptive Schools training. This strategy is being paired with formative assessment data around needs for learners with IEPs.</i>
	District: 1	<i>We have a group of committed coaches at MGLVA , an equally committed group of teachers. We use technology, research and many of the adaptive schools techniques.</i>

Teacher Practice

In February, Coaches were asked to share the differences they observed or heard about in Learning Team members' classrooms related to the formative assessment process. The most frequently cited area of change was Intentional Instruction, Planning, & Strategies (30 total responses). This was followed by Student Focus (23 total responses), Formative Assessment & Feedback (15 total responses), and Learning Targets & Success Criteria (11 total responses).

Additional responses included Other/Not Sure (5 total responses) and Excitement (2 total responses), with some Coaches offering highly positive reflections. One Coach shared, "We had our best meeting yet! I feel like everyone is 'in the pocket' now and it's truly 'lift off' time! We've been exploring teacher questioning, which sparked meaningful conversations around learning targets. That led to sharing video clips showing how teachers were using LTs to link past and new learning, unpack content, and more." Another Coach added, "This was quite possibly the most impactful month for our team. A lightbulb went off around LT use, and they shared that it's truly making a difference in their classrooms." **Table 6** includes the response categories, frequency, and examples for the differences Coaches observed or heard about in Learning Team members' classrooms as a result of implementing formative assessment practices.

Table 6. Teacher Practice

Category	Frequency	Example
Intentional Instruction, Planning, & Strategies	Assigned to a Lead: 19	<i>Teachers are much more intentional in what learning they are seeking evidence of rather than just what students are doing or completing.</i> <i>Participants are being more purposeful in their planning for formative assessment opportunities that inform instruction.</i>
	District: 11	<i>Teachers are being more thoughtful about thinking about how learning progresses towards mastery and the support students may need to move along a learning progression.</i>
Student Focus	Assigned to a Lead: 18	<i>There is more thought about how to empower students to take ownership of their learning.</i> <i>Teachers are paying closer attention to students' connections to the purpose of the process.</i>
	District: 5	<i>My students understand what they are supposed to learn. I'm learning more about my students by thinking about how I will look for evidence of learning and adjustments that are needed in instruction.</i>
Formative Assessment & Feedback	Assigned to a Lead: 8	<i>They are beginning to see the importance of formative assessment, and how it isn't assessment FOR learning unless they DO something with the information.</i> <i>I'm seeing my team move more intentionally to think of formative assessing as not an event, but the process.</i>
	District: 7	<i>Formative assessment is making a big difference in classrooms, especially for special education. It helps teachers personalize learning, adjust individual education plans, and get students more involved. Formative assessment gives teachers the information they need to help every student succeed.</i>
Learning Targets & Success Criteria	Assigned to a Lead: 4	<i>The biggest difference I see it making is around teacher clarity. Team members understand the importance of</i>

		<i>communicating learning intentions and success criteria and how these targets drive the formative assessment process. In their classrooms, team members are sharing success criteria with students and using the criteria when planning and facilitating lessons that, for instance, activate students' prior knowledge and elicit evidence of their understanding. Students are being given clear guidance about what they are learning and are able to see where they are at in their learning.</i>
	District: 7	<i>Collaborative discourse and Learning target use is increasing student engagement, increasing student achievement.</i> <i>Discussions of crafting and sharing LTs and SCs.</i>
Other/Not Sure	Assigned to a Lead: 4	<i>We are just really beginning the process.</i> <i>Not much honestly ----our teachers are learning two brand new curricular platforms this year and are left with little/no time to talk much about FA.</i>
	District: 1	<i>As of now, we are still identifying challenges to remedy, and trying to decide which ways work best.</i>
Excitement	Assigned to a Lead: 2	<i>This was quite possibly the most impactful month for our team. A lightbulb went off for them LT use. They shared that it is truly making a difference in their classrooms.</i> <i>We had our bests meeting yet! I feel like everyone is "in the pocket" now and it's truly "lift off" time! We have been doing a lot of talking around teacher questioning and moved into effective use of questions. This ignited some very fruitful conversation around LTs, which led to the sharing of some video clips in which teachers were leveraging the power of LTs (i.e. using them to link past learning to new learning, unpacking, etc.). I had the clips at the ready based on some nuggets/glimmers of conversation I'd heard during our last meeting and a deep sense that the team would land in a</i>

		<i>space and place that begged to see LTs in "live action."</i>
	District: 0	

Tools and Strategies used to Support Educators

Finally, in the March FAME Coach Update Survey, we asked: *What is something that has been effective for you in supporting educator implementation of the formative assessment process?* The most frequently mentioned responses were collaboration time (12 total responses) and classroom strategies and practice (12 total responses). Other topics reported included the use of FAME resources, planning, continued learning opportunities, support from others, and other. These findings are summarized in **Table 7: Tools and Strategies used to Support Educators**.

Table 7. Tools and Strategies used to Support Educators		
Category	Frequency	Example
Collaboration	Assigned to a Lead: 11	<i>Meeting with teachers in a one-on-one setting so that we differentiate their needs.</i> <i>We have "FAME Show and Tells" once in a while where the participants share something they have done/used - resource, video, or verbal. It also helps me as a Coach to see where we seem good and where we may need to dig a little deeper.</i>
	District: 1	<i>Checking in regularly with team members between meetings.</i>
Classroom Strategies & Practice	Assigned to a Lead: 11	<i>Sharing FAME classroom practices, PL plans, and classroom videos across 6-12 buildings.</i> <i>Being able to be in the classroom working side by side with the teachers.</i>
	District: 1	<i>Using data from formative assessments to provide specific, actionable feedback has proven effective.</i>
FAME Resources	Assigned to a Lead: 8	<i>Resources provided on the FAME website.</i> <i>Having a connection with the teachers who are attending the scheduled FAME meetings.</i>

	District: 3	<i>The video resources available via the FAME website.</i>
Planning	Assigned to a Lead: 6	<i>Modeling the planning, implementation, and use of possible activities/assessments.</i> <i>Modeling components of formative assessment when we meet as a Learning Team and giving participants time to purposefully plan right then and there for an upcoming lesson/unit.</i>
	District: 0	
Continued Learning Opportunities	Assigned to a Lead: 5	<i>Bringing in Adaptive Schools strategies for meeting facilitation. Providing opportunities in the agenda for teachers to share success stories and collaborate. As well as utilizing a goal setting document that has input and support from the building administrator.</i> <i>Attending Conferences - Additional Learning Opportunities.</i>
	District: 0	
Support from Others	Assigned to a Lead: 2	<i>District level initiatives support the work we are doing with the Formative Assessment process so there is a natural alignment.</i> <i>Whenever I have reached out to my FAME Lead with questions, she gets back to me within a decent time frame.</i>
	District: 1	<i>Pre-made slides are a HUGE help. Thanks to Liz S for getting those to me on the regular.</i>
Other	Assigned to a Lead: 2	<i>I have been very behind in this process.</i> <i>We didn't meet this month.</i>
	District: 0	

Coaches were also asked to describe the differences they or their team members have observed in how the formative assessment process is impacting students. Specifically, they responded to the prompt: *What difference(s) do you or your team members see the formative assessment process is making for students in your classrooms?* A common theme among responses was increased student ownership, reflection, and agency (18 total responses). Coaches noted that students are

becoming more reflective, more aware of expectations, and more invested in their own learning. Comments included: “Increased student outcomes,” “Students are more reflective,” and “Students feel more aware of the expectations of the class and are taking more ownership of their learning.”

Other less frequently mentioned themes included increased intentionality in instruction and assessment (8 total responses), more effective use of formative assessment practices (8 total responses), and greater student engagement (8 total responses). The “other” category (7 total responses) contained feedback related to inconsistent implementation, curriculum pacing challenges, limited meeting time, and more. Below, **Table 8** elaborates on the results for each category.

Table 8. Student Evidence to Inform Instructional Decisions		
Category	Frequency	Example
Student Ownership, Reflection, and Agency	Assigned to a Lead: 16	<i>Our team was able to share at a recent staff meeting about our FAME work. The teachers could not say enough positive things about the impact it is making in their classrooms. One of my favorite statements was that "before when I shared the learning target students just looked at me. Now they get it! It is amazing to see!"</i> <i>Students are better able to see where they have misunderstood or gotten confused and are able to get back on track.</i>
	District: 2	<i>Having a strong understanding of learning targets is making a difference for students as the teacher has more clarity.</i>
Intentionality in Instruction and Assessment	Assigned to a Lead: 7	<i>Teachers are much more intentional in what the learning of the lesson is and how they might gather evidence of this learning.</i> <i>We have increased intentionality in regards to planning formative feedback and eliciting evidence of student learning.</i>
	District: 1	<i>They are already implementing formative assessment. But now being more intentional about it.</i>
Use and Impact of Formative	Assigned to a Lead: 7	<i>Members have gained both information</i>

Assessment		<i>and empowerment! They are actually excited to use it :)</i> <i>We see a difference in teachers paying more attention to analyzing their formative assessment data to change instructional decisions.</i>
	District: 1	<i>Teachers mention that using feedback strategies helps them know where everyone is so they can follow up with extra assistance or other reteaching strategies.</i>
Student Engagement	Assigned to a Lead: 7	<i>Students are beginning to make deeper connections within their learning.</i> <i>We are seeing more students engagement and investment in the learning process; it's fun to give students feedback without a grade attached.</i>
	District: 1	<i>When the students have freedom to choose the direction of the lesson, more students participate.</i>
Other	Assigned to a Lead: 6	<i>We have not been able to fully able to implement the process, as we are going through our curriculum from standards.</i> <i>We are still struggling to get teachers to use formative assessment with their students regularly.</i>
	District: 1	<i>Uncertain as of now because of implementing new programs K-5 for literacy.</i>

Requests for Further Support

Continuing a trend from previous year's survey responses, the most frequent response to the question about coach needs for support was none, not sure, or all set at this time. There were a total of 156 responses in this category across every survey for the 2024-2025 school year. One possible interpretation of this finding is that many Coaches in the FAME program currently feel well-supported and equipped with the resources they need to continue their learning.

Of the 79 substantive comments under requesting a planning conversation, most Coaches that commented did not indicate a specific topic to be discussed and felt comfortable broaching the idea of meeting directly with their Lead. One such example is: "I already reached out to LeeAnn and she is providing support."

Of those that indicated that they would like a planning conversation, the topic tended to be from typically self-identified newer Coaches about the implementation and direction of formative assessment. For example, this Coach summed it up nicely: “I would like more details related to this process. I am not exactly sure what I am supposed to do when I put together a team.”

Of those who made requests for formative assessment materials (104 total substantive responses), the most commonly requested materials were resources (41), videos (29) and examples (21) – all of these varied in their specificity. For the example category, one Coach simply requested “More tangible examples of formative assessment in action” while another said, “Potentially having a variety of elementary writing rubrics to assist in the conversation.” Resources similarly ranged from “Books and resources to provide to the teachers I will be working with” to “any additional science specific resources would be appreciated.” Videos requested also varied in their level of specificity, ranging from “More FAME videos of classrooms” to “We would love to see more video samples with early elementary teachers using the process in literacy.”

Many Coaches also made other requests for support (103 total substantive responses), the most common responses included time (21), resources and training (16) and support and collaboration (10). For time, Coaches requested overall more time to work with their team. A few examples from Coaches are “Just more time to see what is working/what is not working for teachers in our building through instruction rounds.” and “Time to work on LT and SC as a grade level.”

Summary and Recommendations

In summary, FAME Coaches have been active throughout the 2024-2025 school year learning about and implementing the formative assessment process. FAME Coaches met regularly, discussed a number of components and elements outlined in the FAME Learning Guide, and benefitted from sharing about formative assessment in their Learning Team Meetings. Coaches provided a number of different examples about instructional practice, areas of growth, and use of student evidence to inform teaching and learning.

Motivation to Become a FAME Coach

Coach responses about what motivated them to become a FAME Coach primarily focused on a desire for professional growth, recruitment into the program, and a commitment to supporting their school or district. Many Coaches viewed FAME as an opportunity to strengthen their instructional practices and deepen their understanding of formative assessment. Others noted they were encouraged to join by mentors, principals, or district initiatives, highlighting how recruitment efforts influence participation. Coaches also shared that their involvement aligned closely with their current roles, particularly where formative assessment is central to their

responsibilities. Overall, they viewed FAME as essential for equipping them with tools and resources to effectively support teachers and students.

Across responses, a strong belief in the value of formative assessment was evident. Coaches expressed dedication to advancing student learning through improved feedback, instructional strategies, and educator capacity building. Many also noted how FAME aligns with broader district goals and improvement plans, reinforcing its relevance and impact. The recommendation is to continue supporting Coaches in their professional learning and instructional leadership roles by providing access to targeted tools, collaboration opportunities, and ongoing guidance. Ensuring that Coaches have what they need to implement FAME practices effectively will help sustain the program's impact. Continued alignment with district and school improvement efforts will further strengthen FAME's role in building educator capacity and improving student outcomes.

Coach Knowledge about Formative Assessment and Non-Traditional Site Implementation

Though Coaches assigned to a Lead and District Coaches entered the FAME program through different pathways, their survey responses were largely similar. Both groups consistently reported meeting at least once a month and most frequently discussed learning targets throughout the 2024–25 school year. A majority of Coaches indicated that they had a “developing” understanding of the formative assessment process. The data also reflect a strong interest in additional resources, such as videos, exemplars, protocols, and other practical tools, as well as more opportunities for FAME-aligned professional learning.

Because these findings are consistent with trends from previous years, the recommendation is to continue developing targeted resources while also offering concise, user-friendly materials that support efficient and proactive learning. Given that many Coaches identified their understanding of formative assessment as “developing,” access to clear, practical resources remains essential. Expanding professional learning opportunities can further deepen understanding and provide meaningful experiences for modeling, reflection, and peer collaboration. These supports will enhance both individual Coach practice and their ability to foster growth within Learning Teams.

Implementation of the Formative Assessment Process

Many Coaches reported consistent efforts to support their learning teams as they explore and implement the formative assessment process. The FAME Learning Guide and related resources were frequently cited as essential tools, helping Coaches and educators apply formative practices effectively. Coaches also emphasized the importance of collaboration time and opportunities for classroom based application. One Coach shared, *“We have FAME Show and Tells once in a while where the participants share something they have done or used – resource, video, or verbal. It also helps me as a Coach to see where we seem good and where we may need to dig a little deeper.”*

Another Coach noted, *“Using data from formative assessment to provide specific, actionable feedback has proven effective.”*

Despite this progress, Coaches expressed an ongoing need for more targeted professional learning that demonstrates what formative assessment looks like in the classroom and how to plan for it intentionally. These findings suggest that practical, **experience-based** learning continues to be a priority.

FAME Resources

The FAME Learning Guide, website, and supporting materials remain some of the most frequently cited resources used by Coaches to support implementation. However, as in previous years, Coaches continued to request more concrete examples, classroom videos, and tools that demonstrate formative assessment in action. There is a strong desire for resources that move beyond theory and show real classroom practice across grade levels and content areas. To address this, the recommendation is to build on the current resource base by incorporating instructional videos, annotated lesson plans, and short professional learning series that offer tangible, classroom-connected examples.

The data also point to a need for clearer guidance on how to navigate and use FAME resources effectively. Many Coaches expressed interest in continued opportunities for collaboration and reflection, particularly to address persistent misconceptions, such as viewing formative assessment as a single activity rather than an ongoing practice. Continued learning experiences that reinforce this distinction and emphasize the full scope of the FAME program will support more consistent implementation.

Additionally, time continues to be a critical factor. Coaches frequently identified time for collaboration and planning as one of the most important forms of administrative support. As such, the recommendation is not only to develop new resources but also to support their effective use through structured collaboration, guided facilitation, and professional learning that reflects the core principles of the FAME program.

FAME Program

Coaches continue to express strong appreciation for the FAME program, particularly the support provided by the Program Manager Mary Helen Diegel, the Regional Leads, and the comprehensive training and resources offered through the program. Their feedback reflects a deep value for the program overall, as well as specific components that have directly impacted their practice.

The Coaches demonstrate a strong dedication to the FAME program and formative assessment. They requested specific materials and learning opportunities about the Components and Elements of the formative assessment process and discipline specific content. There were also responses from Coaches about challenges with time, convening and scheduling Learning Team

Meetings, and competing demands. A few Coaches made comments about the need for additional support, including District and leadership support.

The FAME program and RE&D team have developed and continue to develop resources that can support Coaches as they learn about the formative assessment process, the structure of Learning Team meetings, the scope and sequence for the year, and sustaining the work over time to benefit Coaches. Overall, Coaches show appreciation for the resources, training, and demonstrate a strong commitment to supporting teachers in their Learning Teams.

Attachment E1
End-of-Year Coach Survey (Blank)

FAME End of the Year Coach Survey 2024-2025

Developing and Implementing Formative Assessment for Michigan Educators (FAME)
Coach Survey

Dear FAME Coach,

To better understand the role of the FAME professional learning model in educator learning and the work of Coaches, we are asking for your feedback. This survey may take about 15 minutes to complete.

Your responses will be kept confidential. Responses from all FAME Coaches across Michigan will be combined into one report. Please answer the questions as candidly as possible and note specific ideas where appropriate.

**** Please complete this survey by May 28, 2025. ****

**If you are interested in viewing some of the past research findings, there are resources and PowerPoints of research related presentations on the MDE FAME website:
FAMEMichigan.org**

If you have questions or concerns, please feel free to contact me. Thank you for your time and participation.

**Best regards,
Mary Helen**

**Mary Helen Diegel
Education Consultant
Program Manager, Formative Assessment for Michigan Educators (FAME) Office
of Educational Assessment and Accountability
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FAME – Formative Assessment for Michigan Educators (famemichigan.org)**

1. This year I coached a:

- ☐ First year team
- ☐ Second year team
- ☐ Third year team
- ☐ Fourth year team or beyond
- ☐ Unsure
- ☐ Other (please specify)

* 2. How many years have you been a FAME Coach?

- ☐ This is my first year
- ☐ This is my second year
- ☐ This is my third year
- ☐ This is my fourth year
- ☐ I have been a FAME coach for more than 4 years

* 3. For how many years have you participated in the FAME program?

- ☐ This is my first year
- ☐ This is my second year
- ☐ This is my third year
- ☐ This is my fourth year
- ☐ I have participated in FAME for more than 4 years

* 4. By the end of the current school year, how many times will your Learning Team have met?

- ☐ None
- ☐ 1-2 times
- ☐ 3-4 times
- ☐ 5-6 times
- ☐ 7-8 times
- ☐ 9 or more times

Learning Team Meetings

* 5. How long were your Learning Team meetings?

☐ Less than one hour ☐ 1-2 hours

☐ Up to 3 hours (half day) ☐ Up to 6 hours (full day) ☐

Other (please specify)

* 6. Will this amount of meeting time continue next year?

☐ Yes

☐ No

☐ Don't know yet

Comments

Coach Training and Skills

*** 7. Please share an example of your progress as a Coach to support your team's learning about the formative assessment process this year (2024-2025)?**

Formative Assessment Process Information

8. PRIOR to your participation on the FAME Learning Team, how knowledgeable were you about the use of the following strategies?

	Unsure	Not at all knowledgeable	Somewhat knowledgeable	Very knowledgeable
Planning for the use of formative assessment	☐	☐	☐	☐
Goal setting with students	☐	☐	☐	☐
Using learning targets	☐	☐	☐	☐
Eliciting evidence of student understanding using formative assessment tools or strategies	☐	☐	☐	☐
Activating student prior knowledge	☒	☒	☐	☒
Using various teacher questioning strategies	☐	☐	☐	☐
Providing descriptive feedback to students	☐	☐	☐	☐
Facilitating student peer assessment	☐	☐	☐	
Helping students self-assess	☐	☐	☐	☐
Making adjustments to teaching based on student understanding	☒	☒	☐	☐

9. PRIOR to your participation on the FAME Learning Team, how often did you use each the following strategies?

[illegible]

***10. AFTER working with your FAME Learning Team this year, how knowledgeable are you about each of the following aspects of the formative assessment process?**

	Unsure	Not at all knowledgeable	Somewhat knowledgeable	Very knowledgeable
Planning for the use of formative assessment	☐	☒	☐	☒
Goal setting with students	☐	☒	☐	☒
Using learning targets	☐	☐	☐	☐
Eliciting evidence of student understanding using formative assessment tools or strategies	☒	☒	☐	☐
Activating student prior knowledge	☐	☐	☐	☐
Using various teacher questioning strategies	☐	☐	☐	☐
Providing descriptive feedback to students	☐	☐	☐	☐
Facilitating student peer assessment	☒	☒	☐	☐
Helping students self-assess	☐	☐	☐	☐
Making adjustments to teaching based on evidence of student understanding	☐	☐	☐	☐

*11. AFTER working with your FAME Learning Team this year, how often do you currently use each the following aspects of the formative assessment process with students?

[illegible]

12. What aspects of your use of the formative assessment process would you like to improve?

13. Please rate your team's level of success in using formative assessment practices.

	Small	Moderate	Significant		
Planning for the use of the formative assessment process	☐	☐	☐	☐	☐
Implementing formative assessment practices	☐	☐	☐	☐	☐
Sharing learning targets in student friendly-language	☐	☐	☐	☐	☐
Providing descriptive	☐	☐	☐	☐	☐
Modification of classroom practices, based on the collaboration with LTMs	☐	☐	☐	☐	☐
feedback					

14. In your Learning Team meetings during this school year, what three formative assessment features did your team spend the most time discussing? (Check up to three boxes).

- ☐ Activating student prior knowledge
- ☐ Planning for the use of formative assessment
- ☐ Using learning targets with students
- ☐ Gathering multiple sources of student evidence
- ☐ Providing descriptive feedback
- ☐ Asking students to use your feedback to further their learning
- ☐ Helping students to self-assess
- ☐ Helping students use peer assessment
- ☐ Using student evidence for student and teacher analysis
- ☐ Making instructional decisions based on formative assessment evidence Student
- ☐ goal setting
- ☐ We did not meet as a Learning Team this year

15. Please share an example of progress your Learning Team members made in implementing the formative assessment process this year (2024-2025)?

16. In what ways has the use of the formative assessment process supported students? (Check all that apply.)

- ☐ Improved student work
- ☐ Increased ownership and self-regulation Effective
- ☐ use of feedback
- ☐ Focused goal setting
- ☐ Stronger peer relationships
- ☐ Increased metacognition and self-reflection
- ☐ Improved student engagement
- ☐ None

Other (please specify)

17. What are the most beneficial aspects of the Learning Team meetings? (Rank them from 1 to 6, with 1 being the most helpful and 6 the least).

		Sharing ideas about formative assessment Reflecting
		on the use of formative assessment
		Learning about formative assessment components and elements
		Planning to use formative assessment in the classroom
		Receiving feedback about the implementation formative assessment
		Exploring formative assessment resources

FAME End of the Year Coach Survey 2024-2025

FAME Resources

* 18. How did you use the following FAME resources? (Check all that apply)

	To prepare for Learning Team meeting	Own professional use	To share with colleagues not on my Learning Team	Did not use
FAME Learning Guide	☐	☐	☐	☐
FAME Learning Guide - Coach Edition	☐	☐	☐	☐
FAME Website	☐	☐	☐	☐
FAME Self-Reflection Guide	☐	☐	☐	☐

* 19. How helpful were the following resources?

	Not helpful	Somewhat helpful	Very helpful	Did not use
FAME Learning Guide	☐	☐	☐	☐
FAME Learning Guide - Coach Edition	☐	☐	☐	☐
FAME News and Notes	☐	☐	☐	☐
FAME Website	☐	☐	☐	☐

20. For those who participated in FAME Coach trainings this year (2024-2025), please rate how helpful the trainings were to you.

	Very helpful	Helpful	Somewhat helpful	Not helpful	Did not attend
Launching into Learning (In Person)	☐	☐	☐	☐	☐
Launching into Learning (Virtual)	☐	☐	☐	☐	☐
Launching into Learning- Part 2	☐	☐	☐	☐	☐
Cognitive Coaching Days 1-4	☐	☐	☐	☐	☐
Cognitive Coaching Days 5-8	☐	☐	☐	☐	☐
Adaptive Schools	☐	☐	☐	☐	☐
Cognitive Coaching & Adaptive Schools Virtual Refreshers	☐	☐	☐	☐	☐
Building Understanding of the Formative Assessment Process – Part 1: sessions 1-8	☐	☐	☐	☐	☐
Other (please specify)					

FAME Website

The next few questions pertain to your use of the FAME website.

* 21. How often did you visit the FAME website this year?

- ☐ Daily (once or more per day)
- ☐ Weekly (once or more per week) 
- ☐ Monthly (once or more per month)
- ☐ Quarterly (once or more per month)
-  ☐ Occasionally (only when needed)
- ☐ ☐ Never

FAME Website (continued)

*** 22. Which sections or resources are most useful on the FAME website? (Check all that apply.)**

- ☐ Events
- ☐ News and Notes
- ☐ Coaching Resources
- ☐ Components & Elements
- ☐ Research & Development
- ☐ Videos of classroom practice
- ☐ Resource Bank to locate resources
- ☐ None
- ☐ Other (please specify)

Demographic Information

23. What is your current position or role in the district? (Check all that apply.)

- ☐ Teacher
- ☐ Principal/Assistant Principal Department
- ☐ Chair/Instructional leader District
- ☐ administrator
- ☐ ISD administrator
- ☐ Retiree
- ☐ Other (please specify)

24. What is the composition of your Learning Team? (Check all that apply.)

- ☐ Elementary teacher(s) Middle
- ☐ school teacher(s) High school
- ☐ teacher(s) Building
- ☐ administrator(s) District
- ☐ administrator(s) Other (please
- ☐ describe)

Reflections and Looking Ahead

* 25. How are you planning to participate in FAME next year?

- ☐ Continue coaching the same team
- ☐ Coach a new team
- ☐ Continue to participate as a Learning Team member, but not as a coach Unsure
- ☐ I do not plan to participate next year

26. If you do not plan to participate next year, please indicate why:

☒ New job responsibility

☐ Moving

☒ Retiring

☒ Lack of district/administrator support

☐ Conflict with the demands of another initiative ☒

Lack of time

☒ No longer interested

☒ Other (please specify)

27. Do you anticipate engaging in professional learning about the formative assessment process over the summer?

☒

Yes

☒ No

☐ Other (please specify)

28. If yes, how do you plan on engaging in professional learning about the formative assessment process over the summer? (Check all that apply)

- ☐ Read a book
- ☐ Collaborate/meet with colleague(s)
- ☐ Attend a conference
- ☐ Participate in a training
- ☐ Review FAME resources to plan for next year
- ☐ Explore the FAME Website
- ☐ Other (please specify)

29. Please comment on the overall value of the FAME program to you and for your Learning Team.

30. Is there anything else the Michigan Department of Education could provide to support your work with your Learning Team and the formative assessment process?

Attachment E 2
End-of-Year Learning Team Survey (Blank)

FAME Learning Team Member End of the Year Survey 2024-2025

Formative Assessment for Michigan Educators (FAME) Learning Team Member
Survey

Dear FAME Learning Team Member,

To better understand the role of the FAME professional development model in educator learning, we are asking for your feedback. This survey may take about 10 minutes to complete.

Your responses will be kept confidential. Responses from all FAME Coaches and Learning Team members across Michigan will be combined into one report. Please answer the questions as candidly as possible, taking time to note specific ideas where appropriate. Some questions will require you to think about your formative assessment practices prior to being on your FAME team.

****Please take this opportunity to respond to the survey by May 28, 2025.****

If you are interested in viewing some of the past research findings, there are resources and PowerPoints of research related presentations on the MDE FAME website at FAMEMichigan.org.

If you have questions or concerns, please feel free to contact me. Thank you for your time and participation.

**Best regards,
Mary Helen**

**Mary Helen Diegel
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FAME – Formative Assessment for Michigan Educators (famemichigan.org)**

FAME Learning Team Member End of the Year Survey 2024-2025

Demographic Information

1. What is your current position or role in the district? (Check all that apply.)

- ☐ Teacher
- ☐ Principal/Assistant Principal Department
- ☐ Chair/Instructional Leader District
- ☐ Administrator
- ☐ ISD Administrator
- ☐ Retiree
- ☐ Other (please specify)

* 2. How much did the following factors contribute to your decision to become a member of a Learning Team?

	Not at all	A little	Some	A Lot
Required by my job.	☐	☐	☐	☐
I was invited to join the team.	☒	☒	☐	☒
To earn SCECHs.	☐	☐	☐	☐
Desire to contribute professionally.	☒	☒	☐	☒
To learn more about the formative assessment process.	☒	☒	☐	☒
To develop my leadership abilities.	☒	☒	☐	☒
To improve my teaching practice.	☒	☒	☐	☐
To be part of a community of learners.	☐	☐	☐	☒

Other (please specify)

* 3. What is your total number of years of professional experience?

☒ 0-1 year

☐ 2-5 years

☒ 6-15 years

☒ 16 or more years

* 4. What is your total number of years of classroom teaching experience?

☒ 0-1 year

☒ 2-5 years

☒ 6-15 years

☐ 16 or more years

Formative Assessment Process Information

* 5. For how many years have you participated in the FAME program?

- ☐ This is my first year.
- ☒ This is my second year.
- ☒ This is my third year.
- ☒ This is my fourth year.
- ☐ Other

Other (please specify)

* 6. Thinking back about your knowledge of the formative assessment process before you joined your FAME Learning Team, how much did you know about formative assessment?

- ☐ Nothing
- ☐ A little
- ☐ Some
- ☒ A lot

FAME Learning Team Member End of the Year Survey 2024-2025

* 7. PRIOR to your participation on the FAME Learning Team, how knowledgeable were you about the use of the following strategies?

	Unsure	Not at all knowledgeable	Somewhat knowledgeable	Very knowledgeable
Planning for the use of formative assessment	☒	☒	☐	☐
Goal setting with students	☒	☒	☐	☒
Using learning targets	☐	☐	☐	☐
Eliciting evidence of student understanding using formative assessment tools or strategies	☒	☒	☐	☒
Activating student prior knowledge	☒	☒	☐	☒
Using various teacher questioning strategies	☒	☒	☐	☒
Providing descriptive feedback to students	☐	☐	☐	☐
Facilitating student peer assessment	☐	☐	☐	
Helping students self-assess	☒	☒	☐	☒
Making adjustments to teaching based on student understanding	☒	☒	☐	☒

*** 8. PRIOR to your participation on the FAME Learning Team, please rate your level of success in using the following strategies?**

	None or very little success	Moderate success	Significant success	Not applicable
Planning for the use of formative assessment	///	///	☐	///
Goal setting with students	///	///	☐	///
Using learning targets	☐	☐	☐	☐
Eliciting evidence of student understanding using formative assessment tools or	///	///	☐	///
Activating student prior knowledge	///	///	☐	///
strategies	///	///	☐	///
Using various teacher questioning strategies	///	///	☐	///
Providing descriptive feedback to students	☐	☐	☐	☐
Facilitating student peer assessment	☐	☐	☐	///
Helping students self-assess	///	///	☐	///
Making adjustments to teaching based on evidence of student understanding	///	///	☐	///

*** 9. Which of the following were your top three teaching goals for implementing the formative assessment process in the 2024-2025 school year? (Select up to three items.)**

- ☐ Planning for the use of formative assessment
- ☐ Activating student prior knowledge
- ☐ Using learning targets with students
- ☐ Helping students set goals for their learning
- ☐ Gathering multiple sources of student evidence
- ☐ Using formative assessment tools (e.g., question out the door)
- ☐ Helping students to self-assess
- ☐ Helping students to peer assess
- ☐ Understanding/using student evidence....
- ☐ Providing descriptive feedback to students
- ☐ Making adjustments to teaching....
- ☐ Asking students to use your feedback....
- ☐ Other (please specify)
☐

*** 10. Describe an event or situation in which you used the formative assessment process. Include a description of the formative assessment strategy or tool you used as well.**

* 11. AFTER working with your FAME Learning Team this year, how knowledgeable are you currently about the use of the following strategies?

	Unsure	Not at all knowledgeable	Somewhat knowledgeable	Very knowledgeable
Planning for the use of formative assessment	☐	☐	☐	☐
Goal setting with students	☐	☐	☐	☐
Using learning targets	☐	☐	☐	☐
Eliciting evidence of student understanding using formative assessment tools or strategies	☐	☐	☐	☐
Activating student prior knowledge	☐	☐	☐	☐
Using various teacher questioning	☐	☐	☐	☐
Providing descriptive feedback to students	☐	☐	☐	☐
strategies				
Facilitating student peer assessment	☐	☐	☐	☐
Helping students self-assess	☐	☐	☐	☐
Making adjustments to teaching based on evidence of student understanding	☐	☐	☐	☐

*** 12. AFTER working with your FAME Learning Team this year, please rate your level of success in using each the following strategies?**

	None or very little success	Moderate success	Significant success	Not applicable
Planning for the use of formative assessment	☐	☐	☐	☐
Goal setting with students	☐	☐	☐	☐
Using learning targets	☐	☐	☐	☐
Eliciting evidence of student understanding formative assessment tools or	☐	☐	☐	☐
Activating student prior knowledge	☐	☐	☐	☐
strategies	☐	☐	☐	☐
Using various teacher questioning strategies	☐	☐	☐	☐
Providing descriptive feedback to students	☐	☐	☐	☐
Facilitating student peer assessment	☐	☐	☐	☐
Helping students self-assess	☐	☐	☐	☐
Making adjustments to teaching based on evidence of student understanding	☐	☐	☐	☐

Learning Team Information

13. What are the most beneficial aspects of the Learning Team meetings? (Check all that apply.)

- ☐ Sharing ideas about formative assessment
- ☐ Reflecting on the use of formative assessment
- ☐ Learning about formative assessment components and elements
- ☐ Planning to use formative assessment in the classroom
- ☐ Receiving feedback about the implementation formative assessment
- ☐ Exploring formative assessment resources
- ☐ None
- ☐ Other (please specify)

14. In what ways has the use of the formative assessment process supported students? (Check all that apply.)

- ☐ Improved student work
- ☐ Increased ownership and self-regulation Effective
- ☐ use of feedback
- ☐ Focused goal setting
- ☐ Stronger peer relationships
- ☐ Increased metacognition and self-reflection
- ☐ Improved student engagement
- ☐ None

Other (please specify)

15. What other kinds of training and support do you need in order to more effectively implement formative assessment in your classroom/school? (Check all that apply.)

- ☐ More knowledge of formative assessment
- ☐ Further collaboration with Learning Team members
- ☐ Additional Learning Team meetings I
- ☐ Individual coaching and modeling of techniques
- ☐ Classroom observation protocols for formative assessment
- ☐ Classroom practice
- ☐ Resources and materials on formative assessment
- ☐ Building/district commitment to the initiative
- ☐ None
- ☐ Other (please specify)

Reflections and Looking Ahead

16. How are you planning to participate in FAME next year?

☐ Continue to participate as a Learning Team member Coach

☐ my current Learning Team

☐ Coach a new team

☐ Unsure

☐ I do not plan to participate next year

17. If you do not plan to participate next year, please indicate why:

- ☐ New job responsibility
- ☐ Moving
- ☐ Retiring
- ☐ Lack of district/administrator support
- ☐ Conflict with the demands of another initiative ☐

Lack of time

- ☐ No longer interested ☐

Other (please specify)

18. Please comment on the overall value of the FAME program to you and for your Learning Team.

19. Additional comments or questions?

17.

Attachment F1

FAME Coach End of Year Survey Data Summary 2024-2025

**Prepared by
Tara Kintz and Sophia Schotts**

**Michigan Assessment Consortium
July 2025**

FAME Coach End of Year Survey Data Summary 2024-25

Survey Background and Administration

The following data summary includes all of the open-ended questions and a selection of closed ended questions from the FAME Coach End of Year 2024-25 survey. The survey had a total of 30 questions, of which 5 were open-ended. The overall response rate was 52%; there were 129 Coaches who responded to the survey out of 246 Coaches who received the opportunity to respond to the survey. The survey was live from April 30th through June 13th with weekly reminders to Coaches. The Coach's responses to several questions related to their own learning and support of learning team members in implementing the formative assessment process were then coded.

The review of the FAME Coach 2024-25 Survey Data was to support FAME Leadership to understand: promoting learning about and implementing the formative assessment process; supporting Coaches to be resourceful; and knowledge of opportunities for Coaches' and Leads' growth. The following questions from the Coach 2024-25 End of the Year Survey provide information about Coach learning.

Methods

The FAME Research and Development Team employed inductive and deductive coding on the open ended questions drawing on the research framework and research on the formative assessment process. All of the coding is included in both a summary and a table of the category, frequency and example. When coding and tallying responses, we did not assume that each response was mutually exclusive. That is, a single response could be assigned two codes. For instance, when coding the responses to the question asking Coaches to share an example of the overall value of the FAME program, the following response received two codes (Beneficial Learning About the Formative Assessment Process Through Training and Resources; Improved Teaching and Learning in the Classroom):

The Cognitive Coaching has been the most valuable aspect to me in how I work with students, parents, and coworkers. Then, the formative assessment tools allow me to better analyze my students' performance to improve instruction.

Summary of Coach End of Year Survey Data

Example of Progress as Coach

The FAME Coach End of Year Survey asked: *Please share an example of your progress as a Coach to support your team's learning about the formative assessment process this year (2024-25).* Coaches most frequently identified Collaborative Learning about Formative Assessment (36) and

Facilitating Implementation through Planning, Practice, Reflection, Observation, Modeling, and Providing Feedback (22). Other areas of improvement included Providing Encouragement, Support, and Resources (11), using Cognitive Coaching (7), and more Skillfully Facilitating Meetings (5).

Table 1. Examples of Progress as Coach		
Category	Frequency	Example
Collaborative Learning about Formative Assessment (Formative Feedback/Components)	36	<i>I've worked hard to incorporate learning targets into the PD that I lead. We have a lot of great conversations around what learning targets might look like in different content areas, and how to keep them relevant. We also have been thinking about how to include them into our curriculum review process. For example, when writing UbD units, part of the learning plan might include possible learning targets.</i>
Facilitate Implementation: Planning, Practice, Reflection, Observe, Model, and Provide Feedback	22	<i>During classroom visits, my focus shifted to observing how effectively teachers facilitated the connection between learning targets, success criteria, and collaborative discourse. I provided specific feedback, highlighting instances where the discourse deepened understanding of the success criteria and offering suggestions for refinement where the connection could be strengthened.</i>
Other	12	<i>I attended the Building Understanding series and as a result have a much better understanding of exemplars and students self-assessments.</i>
Providing Encouragement, Support, and/or Resources	11	<i>This year I utilized more materials from the FAME website. I also facilitated teacher leaders to show examples in their content areas. We were provided time by the district to work with other FAME leaders on vertical alignment of our PL across schools and grade levels. Lastly, we connected our FAME learning to district initiatives related to MTSS and inquiry cycles by digging into learning progressions and questioning.</i>
Use of Cognitive Coaching	7	<i>The Cognitive Coaching helped me support our team's learning.</i> <i>Learning coaching strategies from Cognitive Coaching Days 1-4</i>

Skillful and Effective Meeting Facilitation	5	<i>I'm not certain if my progress as a Coach is something tangible, but I can say that I have gained confidence in my ability to effectively facilitate a meeting that considers team members' needs and provides them with an actionable goal for implementing our new learning.</i>
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Knowledge and Use of the Formative Assessment

The eighth and ninth question of the FAME Coach End of Year Survey asked about the Coach's prior knowledge and use of the formative assessment process. The eighth question asked: *Prior to your participation on the FAME Learning Team, how knowledgeable were you about the use of the following strategies?* And the ninth question was: *Prior to your participation on the FAME Learning Team, how often did you use each of the following strategies?* Figures 1 and 2 show that overall Coaches felt that they had a 'somewhat' or 'very good' understanding of formative assessment strategies and were using most of the formative assessment strategies multiple times a week prior to participating on the FAME Learning Team. Goal setting with students, helping students self-assess, and facilitating student peer assessment were more commonly implemented on a monthly basis.

Figure 1: Knowledge of the Formative Assessment Strategies Before

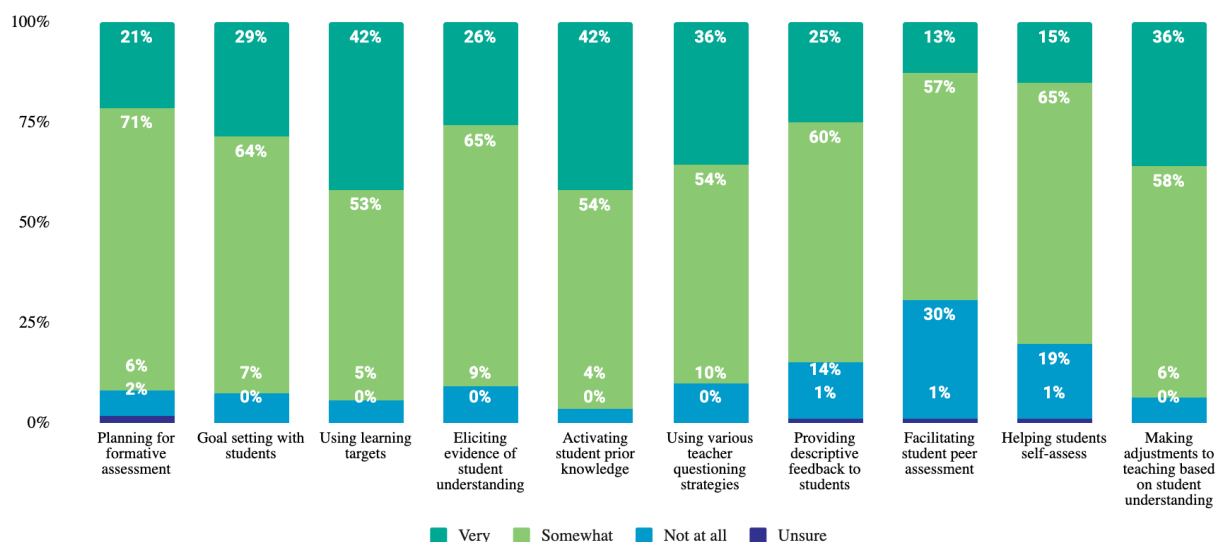
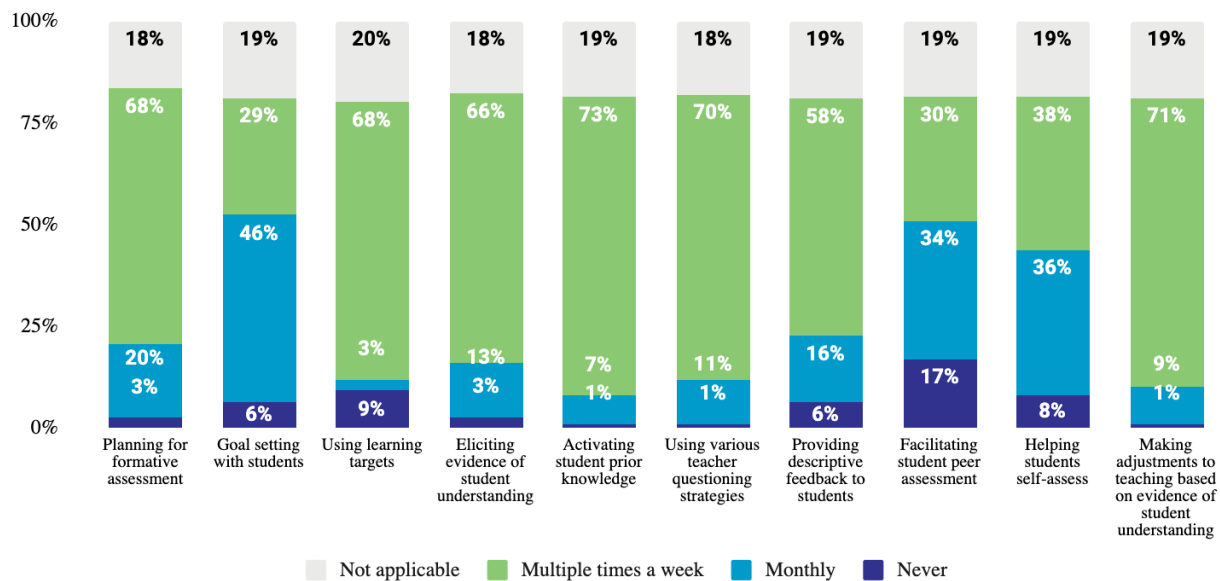


Figure 2. Use of the Formative Assessment Strategies Before¹

¹ Note: Answer options for the question about frequency of use were collapsed from six categories (Never, Monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, Monthly, Multiple times a week, and Not applicable) to make it easier to visualize.



Questions 10 and 11 tracked how their knowledge and use changed after participating in the FAME process. The tenth question asked: *After working with your FAME Learning Team this year, how knowledgeable are you about each of the following aspects of the formative assessment process?* And the eleventh question was: *After working with your FAME Learning Team this year, how often do you currently use each of the following aspects of the formative assessment process with K-12 students?* As shown in Figure 3, overall, Coaches reported their knowledge and understanding had improved after their participation in the FAME program to a majority rating their knowledge and understanding as ‘very’ knowledgeable. Figure 4 shows a decrease in their use; however, the percentage of respondents selecting 'not applicable' increased in the 'after' data. One possible explanation is that some Coaches may have transitioned into non-classroom roles.

Figure 3. Knowledge and Understanding of the Formative Assessment Strategies After

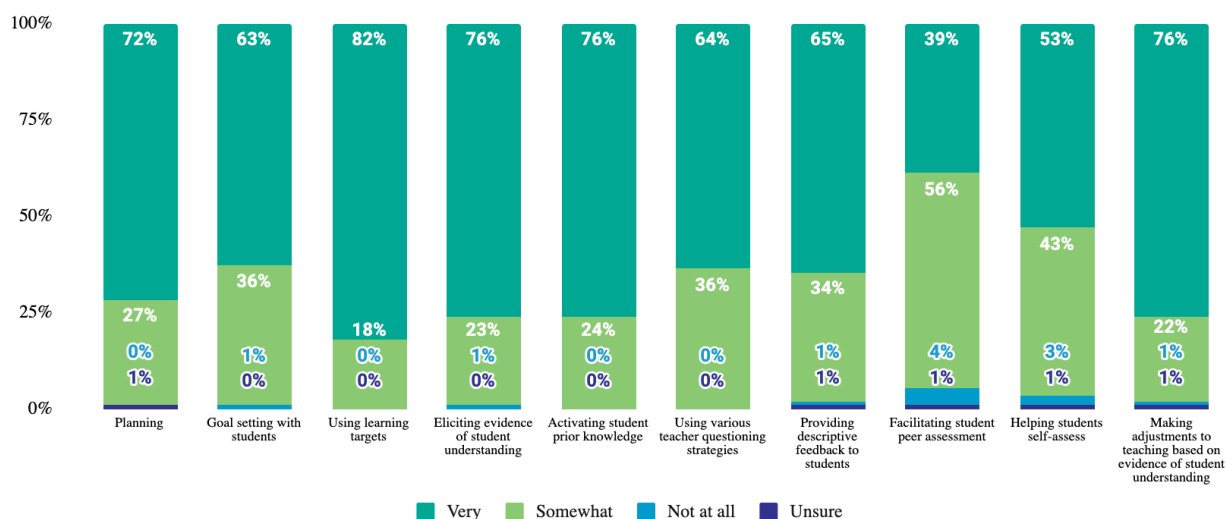
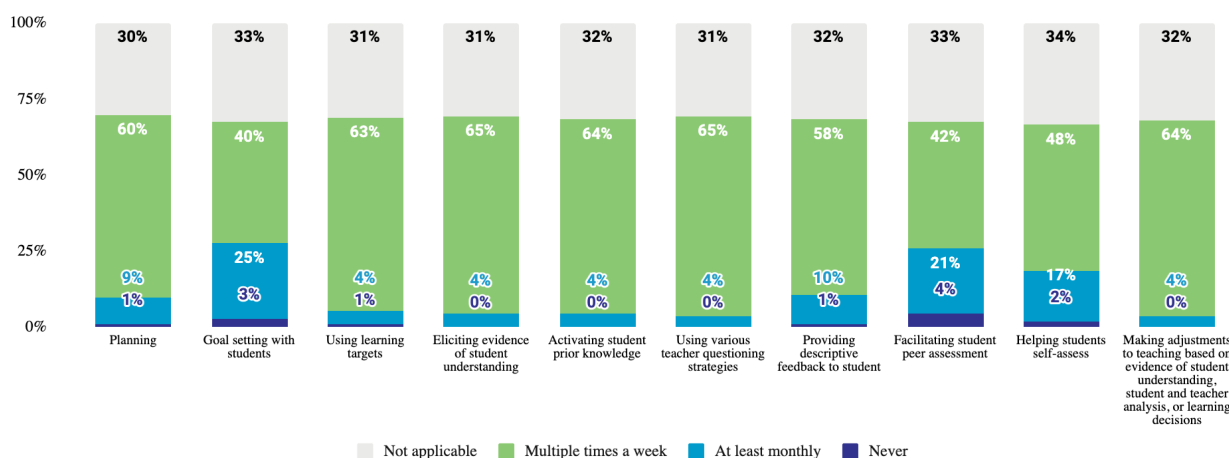


Figure 4. Use of the Formative Assessment Strategies After²



Aspects of Use to Improve

Another question on the FAME Coach End of Year Survey asked: *What aspects of your use of the formative assessment process would you like to improve?* Overall, Coaches responded with a high level of interest in improving their use of Self- and Peer Assessment (26 total). This was also the area that Coaches most frequently indicated wanting to improve in last two years (22, and 32 total, respectively). Several Coaches also reported they wanted to Learn About and Implement the Formative Assessment Process and the Desire to Support Teachers, a Team, Administrator, or District Process (26 total). Some of the responses also focused on supporting educators using tools they learned through the Cognitive Coaching and Thinking Collaborative trainings. Though less

² Note: Answer options for the question about frequency of use were collapsed from seven categories (Never, Monthly, 2-3 times monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, At least monthly, Multiple times a week, and Not applicable) to make it easier to visualize.

frequent, many Coaches indicated they wanted to Improve their Use of Formative Feedback (10 total), Gathering Evidence of Student Understanding (8 total), Learning Targets and Success Criteria (5 total), Disciplinary Knowledge and Content Area Focus (3), Instructional Decisions (2 total), Goal Setting with Students (1), Documenting and Recording (1), and Other (3 total).

Table 2. Aspects to Improve		
Category	Frequency	Example
Self- and Peer Assessment	26	<i>Student self-assessment.</i> <i>Peer and self-assessment</i>
Learning about and Implementing Formative Assessment, supporting teachers and students (content areas, value of the process, etc.)	26	<i>Improve the application of the components.</i> <i>Helping my teachers more.</i>
Formative Feedback	10	<i>Being more intentional with student feedback.</i> <i>Providing descriptive feedback to students.</i>
Gathering Evidence of Student Understanding (specifically teacher questioning strategies)	8	<i>Questioning strategies.</i>
Learning Targets and Success Criteria	5	<i>Learning targets aligned with skills.</i>
Disciplinary knowledge and content area focus	3	<i>Continue focusing on writing and then move on to math.</i>
Instructional Decisions	2	<i>Adjustments to teaching after gathering formative assessment data</i>
Planning	2	<i>Lesson planning.</i>
Goal Setting with Students	1	<i>Student rating and reflection on how they are progressing toward their goals.</i>
Documentation and recording	1	<i>Seeking relevant ways to record ongoing formative assessment notes in a meaningful and efficient way; strategies are sound, but documentation of same has</i>

		<i>been difficult among staff.</i>
Other (including technology)	3	<i>None at this time. I need to think some more about this.</i> <i>Consistency.</i>

Level of Success in Using Formative Assessment Practices

One question that has been asked multiple times is: *Please rate your team's level of success in using formative assessment practices.* This year’s responses show an increase in the frequency of 'moderate' and 'significant' ratings across the formative assessment practices overall. This pattern is consistent with the previous year’s results, as most components show a continued upward trend in perceived levels of success. Notably, the most substantial positive change was observed in the practice of 'Providing descriptive feedback,' when compared to the 2023-24 FAME Coach End of Year responses.

Figure 4. Rated Level of Success, 2024-25

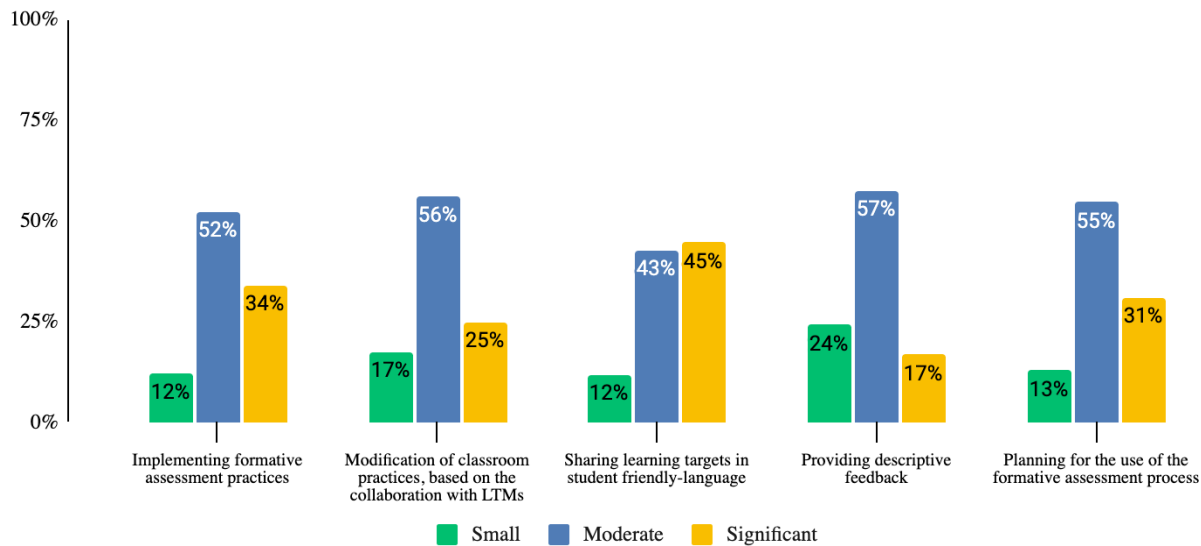
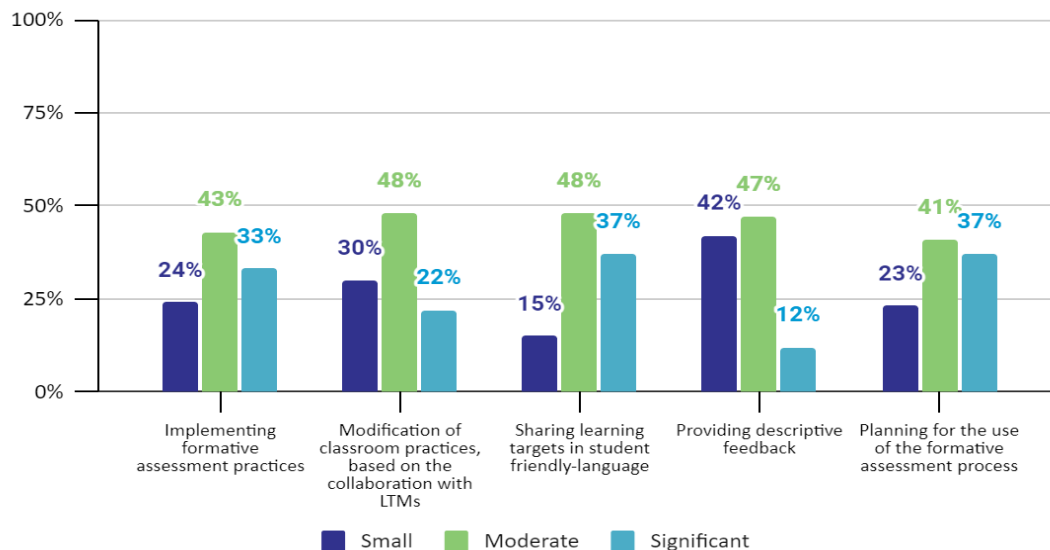


Figure 5. Rated Level of Success, 2023-24



Example of Progress of Learning Team Members

The FAME Coach End of Year Survey asked: *Please share an example of progress your Learning Team members made in implementing the formative assessment process this year (2024-2025).* **Twenty-nine** Coaches provided examples as they related to Learning Target Use or Designing Learning Targets making that the most frequent Component/Element mentioned. While Learning Target Use remains the most commonly cited Component/Element of progress, other responses were popular. These included Gathering Evidence of Student Understanding (10), Adjustments to Teaching (9), Designing Learning Targets (8), and Planning (6).

Table 3. Examples of Progress of Learning Team Members		
Category	Frequency	Example
Learning Target Use	21	<i>Teachers are consistently using learning targets with students in all subject areas.</i> <i>We were able to have more teachers create learning targets and success criteria for more of their units</i>
Gathering Evidence of Student Understanding	10	<i>Everyone tried at least three new ways to assess students, we started a library of ways to assess students as well and tried to figure out what the students liked best in terms of formative assessment.</i> <i>Each team member shared success in gathering multiple sources of evidence and trying out new strategies for gathering student evidence.</i>

Adjustments to Teaching	9	<i>We really tried to support collaborative discourse between students which allows teachers to make adjustments in the moment for their teaching and clarifying questions.</i>
Designing Learning Targets (Success Criteria)	8	<i>We fine-tuned Gold Standard for Success Criteria and really focused on collaborative discourse.</i> <i>My team was successful in using clear learning targets and success criteria to strengthen instruction.</i>
Other	7	<i>We aligned our writing curriculum using a variety of student formatives</i> <i>Discussing differences in instructional practice.</i>
Planning	6	<i>A few teachers became more confident in planning and using formative assessment data.</i> <i>Creating lesson plans that incorporate the formative assessment process</i>
General Formative Assessment	6	<i>We are connecting this process to our new ELA program, ARC core. We are identifying where we see FA and where we see more opportunities for FA.</i> <i>We worked on knowledge based unit building with the aspect of Formative assessment process</i>
Feedback from the Teacher	5	<i>My team was infrequently thinking about feedback in relation to learning goals and criteria and now they are spending a lot of time determining indicators for goals and practicing giving feedback.</i> <i>We dedicated time during each meeting for teachers to add opportunities to provide student feedback to their lesson plans</i>
Self-Assessment	4	<i>Teachers are engaging students more in self assessment in our elementary math classes so they can determine which workplace they need to do to enhance their learning. Students are more able to voice with intentionality vs. just completing a work space to complete a work space.</i> <i>Our 6th grade team worked on having students self-assess.</i>

Teacher Strategies	Questioning	4	Most teachers worked as a team to find ways to increase their questioning techniques in class. A few teachers really focused on pre-planning their questions before class. From looking and watching our videos of teaching we learned that questioning techniques needs to be looked at further.
Learning Progressions		2	Learning Progressions One of our first Professional Learning days together, we wanted to remind members about the importance of Learning targets, progressions and criteria. We modeled this with asking each participant to make a paper airplane (at first without much direction) then introduced each component of formative assessment along the way. It was obvious how much planning for the learning helped participants. They then had time to do this for their next lesson/unit of study. The hands on approach worked well for our learning team.
Peer Feedback		1	We worked toward implementing the ladder of feedback so students had more of a script to guide their language in providing peer assessment.
Models of Proficient Achievement		1	In the fall, our Learning Team discussed the use of models of proficient achievement. One team member's implementation of this element included using the AI tool Brisk, which enables teachers to quickly generate writing samples that do not meet, meet, and exceed standards. The teacher printed the writing samples and provided them to students along with a rubric. Students worked in small groups to evaluate the examples against the rubric criteria and reported their findings. By doing so, students became familiar with the learning targets and built an understanding of what meeting/not meeting the learning targets looked like before beginning their independent work.
Activating Prior Knowledge		1	The team had some great collaboration around ways to activate prior knowledge and collect evidence of student learning.

Formative Assessment Impact on Students

Another question asked multiple years is: *In what ways has the use of the formative assessment*

process supported students? As this was a 'select all that apply' question, multiple impacts could be identified by respondents. This year, 'Improved Student Engagement' was the most frequently reported student outcome by Coaches, reflecting a shift from the previous year, when 'Increased Ownership and Self-Regulation' was most commonly selected. 'Improved Student Work' was the second most frequently cited impact, followed by 'Increased Ownership and Self-Regulation.' These findings suggest a growing emphasis on student participation and visible outcomes of learning. Detailed results are presented in Figures 6 and 7.

Figure 6. Formative Assessment Impact on Students, 2024-25

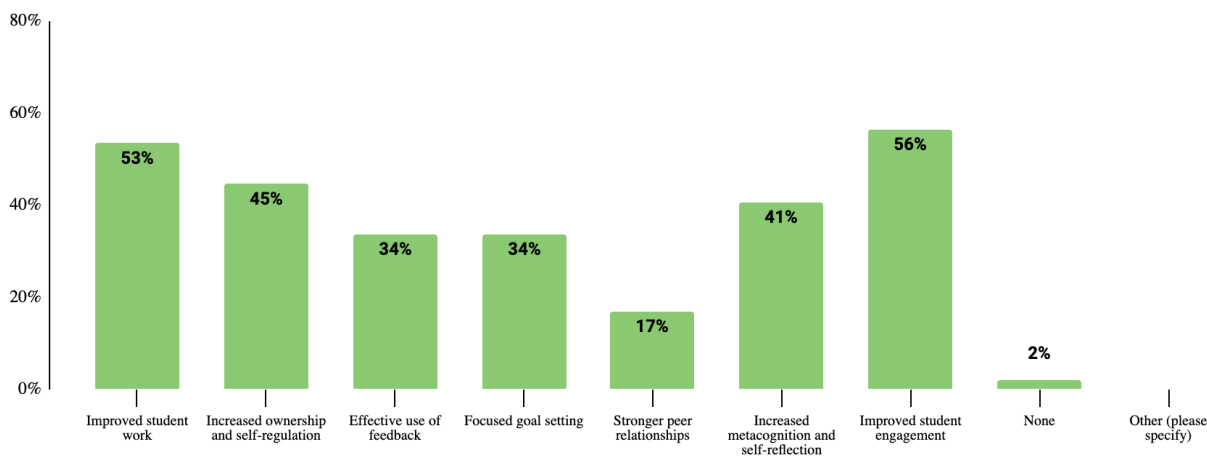
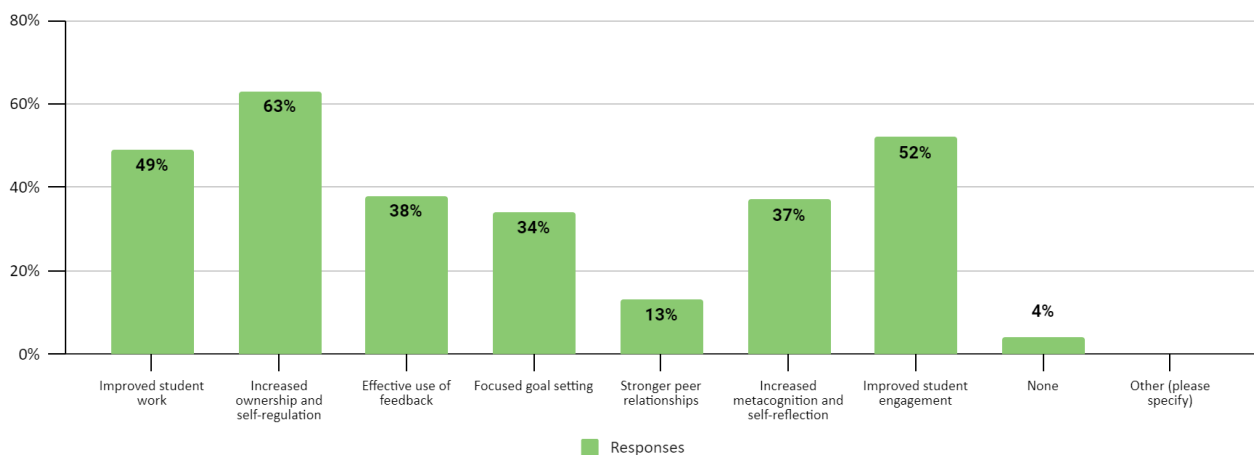


Figure 7. Formative Assessment Impact on Students, 2023-24

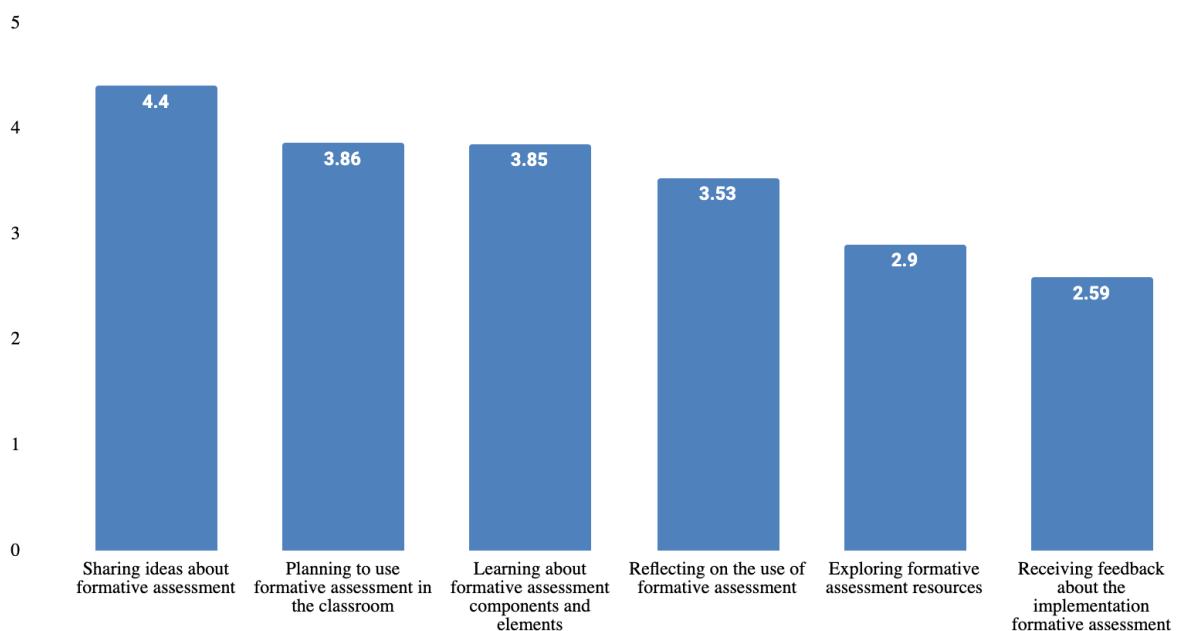


Beneficial Aspects of Learning Team Meetings

Additionally, we asked Coaches: *What are the most beneficial aspects of the Learning Team meetings?* “Sharing Ideas about Formative Assessment” was the top response, followed by

“Planning to Use Formative Assessment in the Classroom”, “Learning about Formative Assessment Components and Elements” and “Reflecting on the Use of Formative Assessment.” Interestingly, “Exploring Formative Assessment Resources” and “Receiving Feedback about the Implementation of Formative Assessment” remained the least beneficial aspects of the Learning Team Meetings reportedly. Possible explanations include that Coaches were not trained in this area, or they did not have the opportunity to receive feedback about the implementation of formative assessment. Figure 8 outlines these results.

Figure 8. Most Beneficial Aspects of Learning Team Meetings, 2024-25³



Overall Value of FAME Program

The FAME Coach End of Year Survey asked: *Please comment on the overall value of the FAME program to you and for your Learning Team.* In their open-ended responses, Coaches frequently highlighted the significant benefits of the FAME program (10), sharing overwhelmingly positive feedback such as: “Hands down, it’s the most valuable learning I have done as an educator” and “Invaluable. It is the single best way to change teacher mindset, grow and create a trusted and try-it culture.” This positive perception of FAME’s overall value was followed by Professional Growth, Collaboration, and Instructional Practice (9). The response category, frequency, and examples about the Overall Value of the FAME program are included in Table 4.

³ Note: The displayed scores represent weighted averages, calculated based on the ranking position of each choice. Higher-ranked (top) positions are assigned greater weights.

Table 4. Overall Value

Category	Frequency	Example
Highly Valuable Program in a Number of Ways	10	<i>Cannot stress how valuable this is. I have now used it as the "curriculum" for all new teachers for three years. No matter one's teaching experience, it has been helpful.</i> <i>I love FAME! I recommend it to everyone that I know. :) I have grown so much and made so many professional connections across the state.</i>
Professional Growth, Collaboration, and Instructional Practice	9	<i>FAME has provided a system and structure that has been needed for long-term professional learning.</i> <i>FAME, for me, has been the energy shot I needed in year 19 of my career. It has helped me refocus and get excited again about teaching and learning.</i>
Beneficial Learning About the Formative Assessment Process Through Training and Resources	9	<i>Underlying structures and strategies provided through adaptive schools training has value in leading learners and meetings.</i> <i>The Cognitive Coaching has been the most valuable aspect to me in how I work with students, parents, and coworkers. Then, the formative assessment tools allow me to better analyze my students performance to improve instruction.</i>
Improved Teaching and Learning in the Classroom	9	<i>The learning and resources available via the FAME program are extremely valuable. This learning provides the opportunity to transform teaching practices and better support our students.</i> <i>FAME has been valuable. It has provided us with a framework which we can use to help in the classroom with students.</i>
Promote District-Wide Support and Implementation of Formative Assessment	8	<i>FAME has given our District goal of collaboration a strong foundation and focus. We really have grown in the depth of our meetings and the content that we explore.</i> <i>FAME has provided a wealth of resources and supports to help us refine our practices as a district around the Formative Assessment Process. It is my</i>

		<i>first stop when I am developing professional learning for our educators around the components and elements.</i>
Making Progress and Excited About Next Steps	6	<i>100 out of 100!!! Our growth has been slow but steady and I am seeing results. Can't wait to continue our journey with even greater focus and intention next year!</i> <i>There is great value and I look forward to the work to come.</i>
Limited Time for Effective FA Collaboration	6	<i>The FAME structure and resources are valuable when we are given time to utilize them.</i> <i>It has been a good experience. I think it would have been even better if we had had time to meet more often.</i>
A Good Review	6	<i>Was incredibly valuable.</i> <i>Outstanding!</i>
Potential to Support Teachers and FAME Members	3	<i>This has been very valuable for my team as we think about how to best support teachers using our ELA and Math curriculums</i> <i>FAME has be instrumental in creating deeper thinking about instruction for our FAME members.</i>
Building Teacher Agency and Leadership Through FAME	3	<i>I loved Fame. It really helped shine a light on district goals and also gave us the opportunity to steer the ship. I feel like pure related direction rather than direction from admin is healthier and more effective in learning environments. Being given the opportunity to run staff meetings and implement resources and work together with peers was invaluable.</i>
Potential Needs and Suggestions	2	<i>The communication was a bit confusing between which dates were for FAME participants, and which were for the other cohort.</i> <i>"...These surveys are too long. Please consider picking certain areas you want feedback on and choose those on a rotation for surveys."</i>

MDE Support

The FAME Coach End of Year Survey asked: *Is there anything else the Michigan Department of Education could provide to support your work with your Learning Team and the formative assessment process?* Primarily, Coaches indicated they Did not have any further needs at this time (11) or that they were grateful for the program and support (11). They also mentioned a few requests for Learning Materials and Resources (9). Other Coaches requested the FAME Program Increase Funding and Continue (4) under the category Please Continue the Support/FAME Program and Make Connections. In addition, Coaches mentioned a Desire to Continue the Program (3). Additional response categories included Specific Resources and Examples (2), Programming and Training Opportunities (2), Formative assessment Classroom Examples (1), and Other (1). The coded data is included in Table 5: Requests for Further MDE Support.

Table 5. Requests for Further MDE Support		
Category	Frequency	Example
Grateful for the Program and Support MDE Provides (acknowledgements and thank yous)	11	<i>Thank you!</i> <i>No...thank you for the opportunity to implement a FAME program and introduce this to our teachers.</i> <i>Cognitive coaching and adaptive schools have been such a huge piece of improving how we have PD or meeting 1:1 with teachers. I cannot thank FAME enough for having those for us!</i> <i>I appreciate the support MDE provides for this project. I know it makes a difference!</i>
None	11	<i>Not at this time.</i>
Learning Materials and Resources (new material and access to existing resources)	9	<i>Yes, learning material is needed.</i> <i>We would love to have a bookmark that has the different FAME components listed.</i>
Increase Funding for the Program, Materials, release time, district support	4	<i>Yes, more pay.</i> <i>Please keep this program going and funded to provide the resources that they have organized.</i>

Clear introduction, overview, and goals of role/program	3	<i>As a new participant, it would be helpful to have a clearer introduction to the work that is happening.</i>
Continue the Support/FAME Program and Make Connections.	3	<i>Continued funding for the training each year I would love to see more in-person trainings in the UP. Adaptive Schools was amazing for some of our teachers to attend. I also attended Cognitive Coaching in person and would love to complete the training a</i>
Specific Resources and examples (e.g., resources for planning meetings).	2	<i>I think more and more resources to use for the meetings. The resources are so helpful when I was planning meetings...it save time too.</i>
Programming and Training Opportunities (UP, online)	2	<i>I would love to see more in-person trainings in the UP. Adaptive Schools was amazing for some of our teachers to attend. I also attended Cognitive Coaching in person and would love to complete the training a second time. We would love to see Teachers as Facilitators come to the U.P.</i>
Formative Assessment Classroom Examples and Quality Teaching Videos	1	<i>Videos demonstrating FAME in action in classrooms</i>
Collection of Strategies for Implementation	1	<i>Provide a celebration board or document to house strategies for implementation, actual uses, etc. to allow a new team opportunities to gather additional opportunities for personal growth.</i>
Other	1	<i>My team was told pretty explicitly in a virtual meeting that we could NOT do FAME without the help of MDE and FAME leads. I'd really love to see a proactive approach to this from MDE and would welcome a thought partner, but I don't know where to begin. Could my lead reach out to me in a personalized email?</i>

Summary and Recommendations

Overall, Coaches indicated that the FAME program has had a positive impact on their work, highlighting strong support for formative assessment and significant growth in both their understanding and application of the process. Coach responses also reveal a renewed enthusiasm for teaching and a strengthened sense of collective efficacy. One Coach captured this sentiment perfectly, stating, “FAME, for me, has been the energy shot I needed in year 19 of my career. It has

helped me refocus and get excited again about teaching and learning.”

When reflecting on their progress in supporting their team’s learning of the formative assessment process, Coaches shared specific examples of how they have strengthened their support for Learning Team members, particularly through promoting “Collaborative Learning” and providing support with “Facilitating the Implementation” of the formative assessment process. Additionally, when comparing their self-assessed knowledge and skills before and after participating in a FAME Learning Team, Coaches noted clear growth. Over 88% reported ‘moderate’ to ‘significant’ success in “Sharing Learning Targets in Student-Friendly Language”, and 86% indicated similar success in “Implementing Formative Assessment Practices”.

When asked to share examples of their Learning Team members’ progress in implementing the formative assessment process, Coaches reported growth across multiple FAME Components and Elements. The most frequently noted area was “Learning Target Use”, followed by “Gathering Evidence of Student Understanding.” Additionally, when exploring the impact of the formative assessment process on students, Coaches reported, “Improved Student Engagement” as the most notable impact on students, followed closely by “Improved Student Work”. Lastly, Coaches reported that the most beneficial aspect of the Learning Team Meetings was “Collaboratively Sharing Ideas about Formative Assessment.” These findings reflect the significant strengths of the FAME program and call attention to the ongoing need for robust professional learning opportunities to support educators’ growth.

While these findings point to notable strengths of the FAME program, they also reveal important areas for continued growth. One emerging theme across multiple responses was the need for improvement in the use of self- and peer assessment. Although Coaches reported increased understanding and application of the formative assessment process overall, many still described themselves as only ‘somewhat’ knowledgeable in this area, even after participating in the FAME program. Self- and peer assessment also emerged as one of the most frequently mentioned areas for further development among Coaches. Based on these insights, it is recommended that Coaches receive additional resources and targeted training focused specifically on self- and peer assessment. This recommendation aligns with findings from previous years, where Coaches similarly identified self- and peer assessment as an area for further growth.

Additionally, while Coaches recognized the positive impact of professional learning opportunities on their work, several identified a lack of time for meaningful collaboration around formative assessment as an ongoing barrier. One Coach noted, “The FAME structure and resources are valuable when we are given time to utilize them.” This feedback highlights the importance of

not only providing high-quality professional learning but also ensuring that Coaches and Learning Teams have dedicated time to apply and deepen their learning. Given this feedback, it is recommended that schools and districts invest in both expanded training opportunities and the consistent allocation of time for collaborative formative assessment work.

These recommendations align with the types of support Coaches have requested from the MDE, which include “Access to High-Quality Teaching Videos” that model classroom practices, “Resource Programming” and “Additional Training Opportunities”, the “Creation of a Bookmark outlining the core components of the FAME framework”, and a “Celebration Board or Shared Document to collect and showcase implementation strategies and real-world applications.” Such resources not only foster professional growth but also promote the sharing of best practices across teams. Moving forward, the program should align support with the specific needs most commonly reported by Coaches. Specifically, providing structured opportunities for peer-to-peer learning, access to practical examples of formative assessment in action, and tools that support consistent implementation will be especially beneficial to participants in the program.

Overall, the majority of FAME Coaches describe the program as a vital asset to their work. They emphasize its meaningful impact on their instructional practice, professional growth, and their ability to engage in meaningful collaboration with both colleagues and students. The depth and consistency of their feedback, reflected in the powerful quotes shared below, highlight the significant influence of the FAME program on educators across Michigan. Ultimately, this support not only strengthens teaching practices but also contributes directly to improved student learning and outcomes statewide.

Invaluable. It is the single best way to change teacher mindset, grow and create a trusted and try-it culture.

I really LOVE the FAME program and wish we could have continued our work this year. I am retiring, but I am very hopeful that someone will jump in and take it over.

Hands down, it's the most valuable learning I have done as an educator.

I love FAME! I recommend it to everyone that I know. :) I have grown so much and made so many professional connections across the state.

We loved the time to learn together and collaborate. We appreciated the opportunity to engage more in the

formative assessment process in our classrooms, and believed it benefited our students!

FAME, for me, has been the energy shot I needed in year 19 of my career. It has helped me refocus and get excited again about teaching and learning.

Having an established program to support the learning has been valuable. The resources are helpful and help guide our learning.

The FAME team has been an amazing experience for our building. I am so proud of the learning and interest by our teachers.

The learning and resources available via the FAME program are extremely valuable. This learning provides the opportunity to transform teaching practices and better support our students.

FAME has provided a wealth of resources and supports to help us refine our practices as a district around the Formative Assessment Process. It is my first stop when I am developing professional learning for our educators around the components and elements.

Attachment F2

FAME Learning Team Member End of Year Survey Data Summary

**Prepared by
Tara Kintz and Sophia Schotts**

**Michigan Assessment Consortium
July 2025**

FAME Learning Team Member End of Year Survey Data Summary 2024-25

Survey Background and Administration

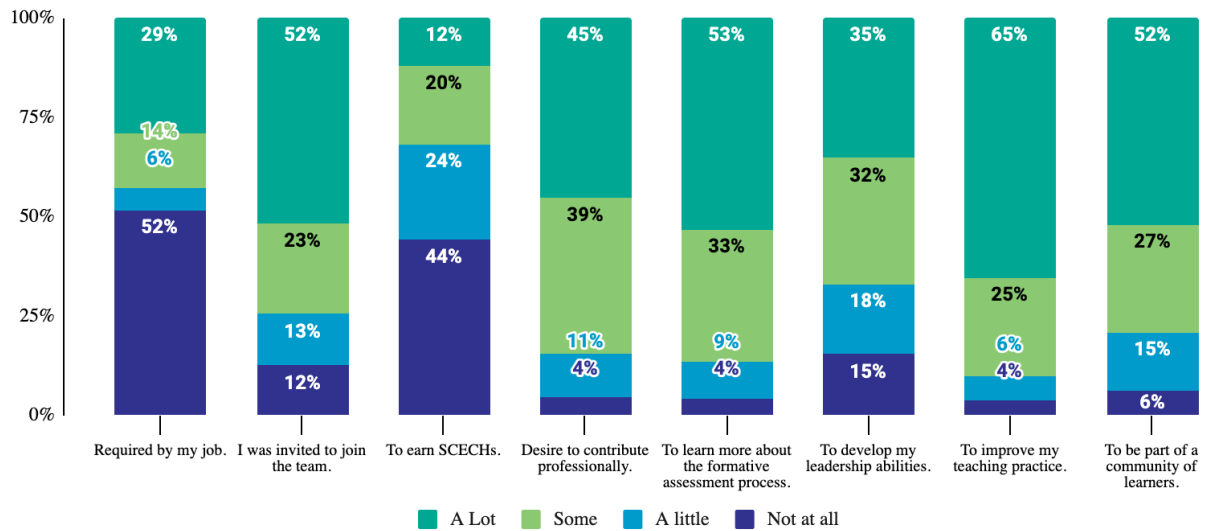
The following data summary includes all of the open-ended questions and a selection of closed ended questions from the FAME Learning Team Member End of Year 2024-25 survey. The survey had a total of 19 questions, of which 3 were open-ended. Given that the survey was administered via an anonymous link that Coaches passed along to their Learning Team Members, we are unable to calculate the overall response rate nor can we distinguish between Learning Team Members that have Coaches assigned to a Lead or District Coaches as we have in other survey data summaries. We did have 165 Learning Team Members respond to the FAME Learning Team Member End of Year 2024-25 survey. The survey was live from April 30th through June 13th with weekly reminders to Coaches to then pass along to their Learning Team Members. The responses to a number of questions relevant were then coded and are summarized in this report.

Summary of Learning Team Member End of Year Survey Data

Contributing Factors to Becoming a Learning Team Member

The second question in the FAME Learning Team Member End of Year Survey asked: *How much did the following factors contribute to your decision to become a member of a Learning Team?* As shown in Figure 1, there were few Learning Team Members who were motivated by requirements from their job or the opportunity to earn SCECHs. Instead, the most motivating factor was a desire “to improve [their] teaching practice”, followed by the opportunity to learn more about the formative assessment process, to be a part of a community of learners, and being invited to join a FAME team.

Figure 1. Learning Team Member Contributing Factors



Knowledge and Use of Formative Assessment

The seventh and eighth question of the FAME Learning Team Member End of Year Survey asked about the member's prior knowledge and use of the formative assessment process. The seventh question asked: *Prior to your participation on the FAME Learning Team, how knowledgeable were you about the use of the following strategies?* And the eighth question was: *Prior to your participation on the FAME Learning Team, please rate your level of success in using the following strategies?* Figures 2 and 3 show that overall Learning Team Members reported that they had a 'somewhat' or 'very good' understanding of formative assessment strategies and had a moderate to significant success rate in using the formative assessment strategies prior to participating on the FAME Learning Team.

Figure 2. Knowledge and Understanding of Formative Assessment Strategies Before

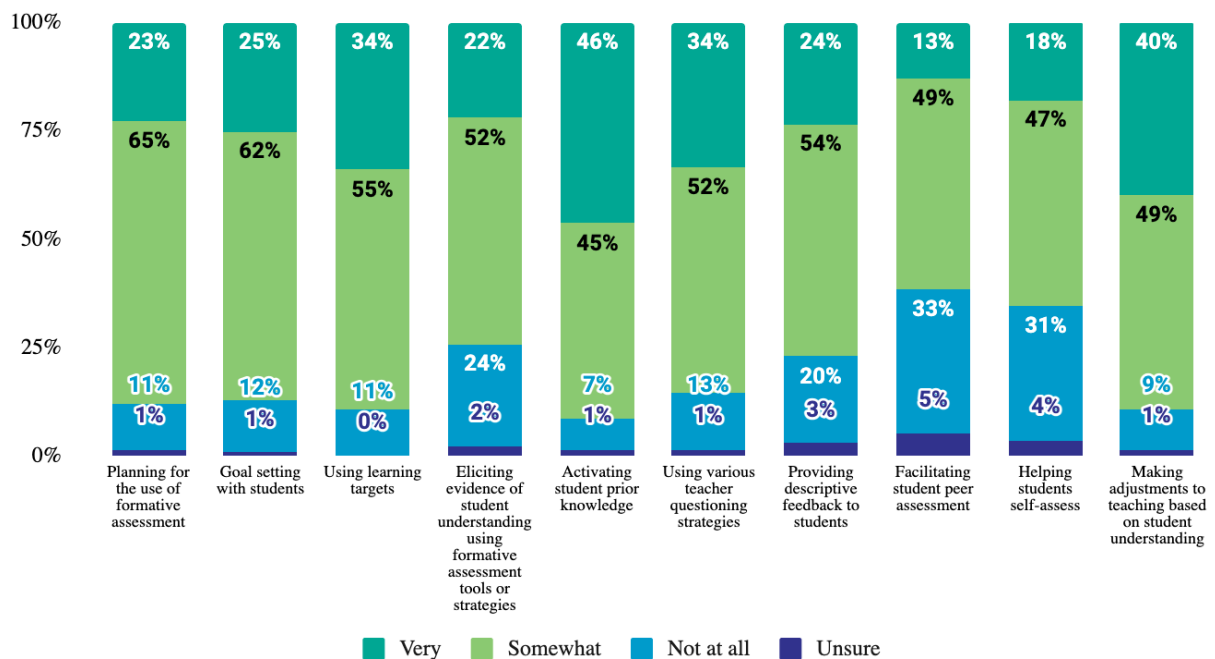
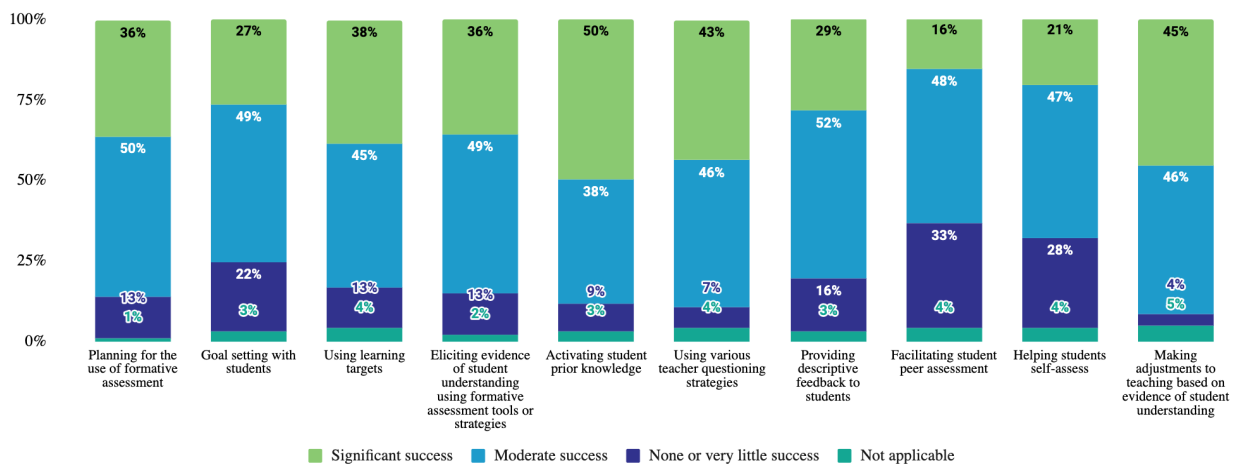


Figure 3. Level of Success in Using Strategies Before



Questions 11 and 12 tracked how their knowledge and use changed after participating in the FAME process. The eleventh question asked: *After working with your FAME Learning Team this year, how knowledgeable are you about each of the following aspects of the formative assessment process?* And the twelfth question was: *After working with your FAME Learning Team this year, please rate your level of success in using each the following strategies?* As shown in Figure 4, the majority of Learning Team Members now rate themselves as ‘very’ or ‘somewhat’ knowledgeable, reflecting a clear improvement in their knowledge and understanding. As expected, Figure 5 similarly illustrates that their use of such strategies increased. This pattern was particularly strong for strategies that

Learning Team Members were less familiar with and for strategies that had not previously been rated as highly in successful utilization.

Figure 4. Knowledge and Understanding of Formative Assessment Strategies After

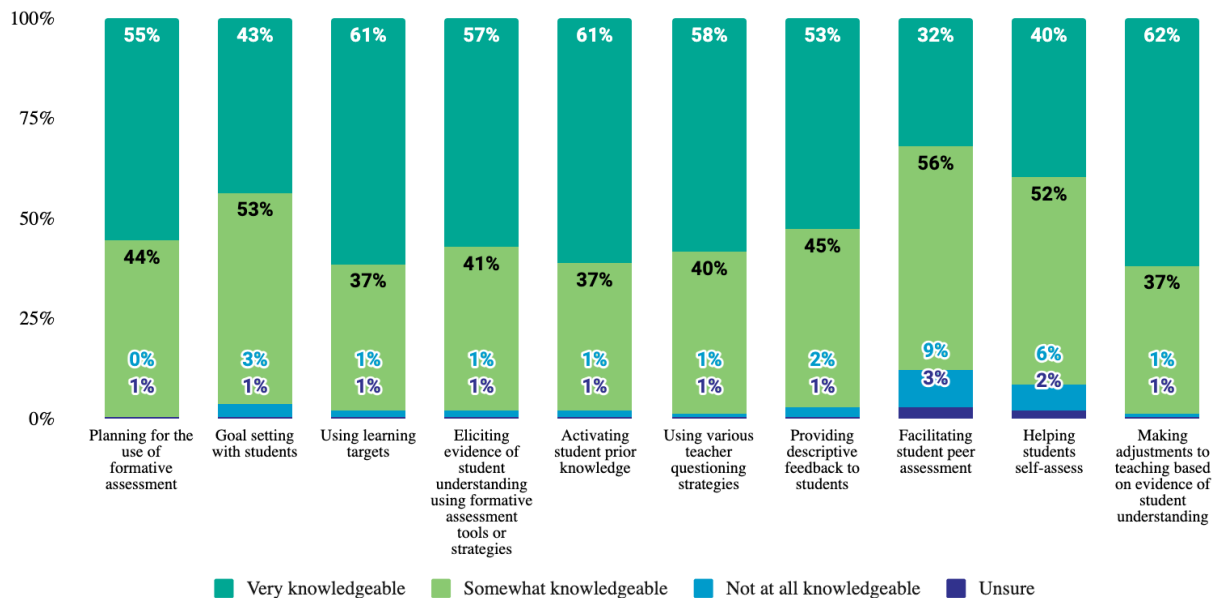
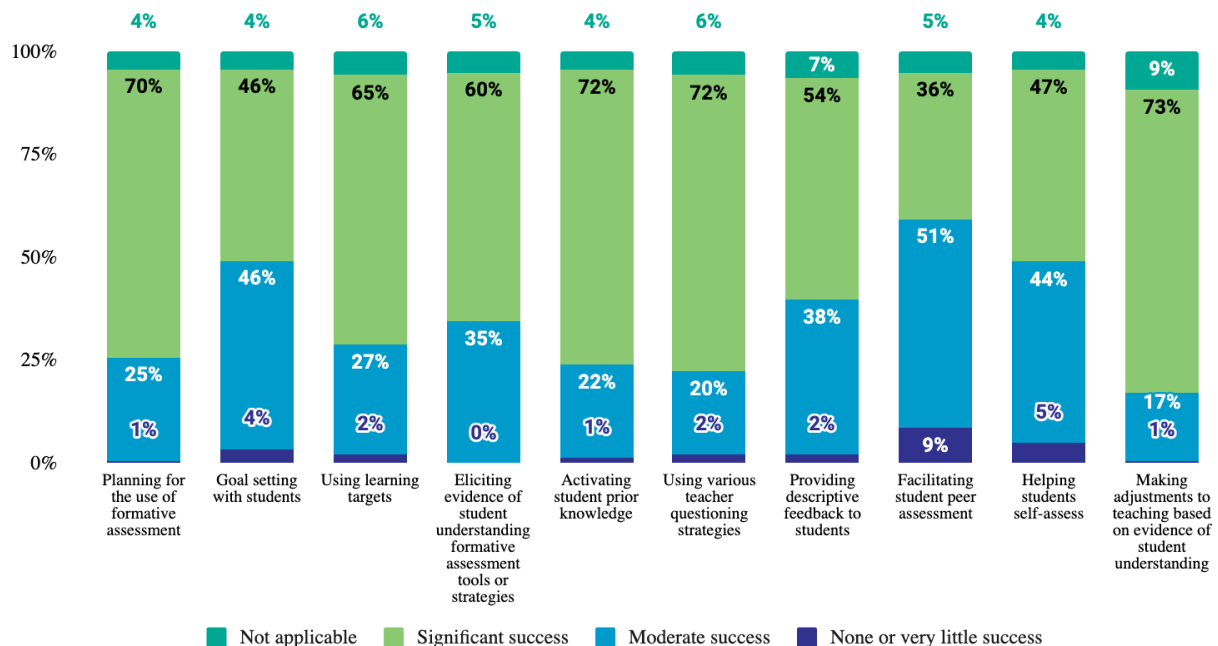


Figure 5. Level of Success in Using Strategies After



Situation in Which They Employed the Formative Assessment Process

Another question on the FAME Learning Team Member End of Year Survey asked: *Describe an event or situation in which you used the formative assessment process. Include a description of the*

formative assessment strategy or tool you used as well. Among the formative assessment practices reported, Eliciting Evidence of Student Understanding (47) was cited most frequently, standing out as a clear priority in educators' formative assessment approaches. Learning Target Use (18) followed as the second most commonly mentioned. Self-Assessment (12) and Peer Assessment (12) were tied for third, while Instructional Decisions (11) ranked fourth. Other practices reported included Formative Feedback (8), Activating Prior Knowledge (7), Learning Decisions (4), Teacher Questioning (4), and Learning Progressions (1). These results are summarized in Table 1 below.

Table 1. Example of Formative Assessment Process		
Category	Frequency	Example
Eliciting Evidence of Student Understanding	47	<i>I used a "Timeline Shuffle & Explain" activity as a formative assessment. Students worked in small groups to correctly sequence shuffled event strips (like "Lexington and Concord" and "Declaration of Independence") on a timeline. As I circulated, I listened to their discussions and asked them to explain why each event was important and how it connected to others. This quickly showed me that while they knew the basic order, many struggled to explain the deeper significance of events like Common Sense and how they truly escalated the conflict, allowing me to adjust my next lesson to focus on these crucial cause-and-effect relationships.</i>
Learning Target Use	18	<i>When my students were worrying that they were not going to be successful, I was able to revisit the learning targets (Students will be able to understand the main idea of a text) to remind them of the goal for the day. This eased so many nerves and allowed them to give themselves permission to not know the meaning of every word in the reading.</i>
Self Assessment	12	<i>Helping students to self assess was a goal of mine. I used a writing checklist to have students assess their own writing. I then gave them another copy to work with a partner and assess a friend's writing.</i>
Peer Assessment	12	<i>Presentation Skills: Students would present to a small group of peers and their peers would give written feedback on what went well and what could be made better.</i> <i>Ladder of Feedback in Physics with their Rube Goldberg Project Rough Draft. Student groups</i>

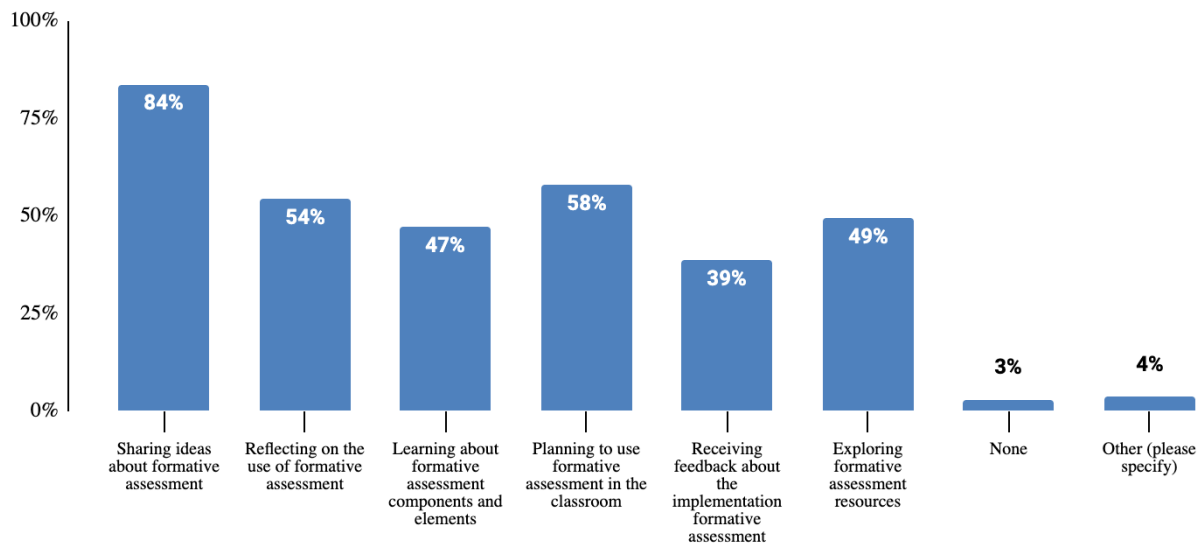
		<i>filled out a ladder of feedback for a peer group and then looked to make changes if they wished before turning it in for grading and starting their project.</i>
Instructional Decisions	9	<i>After reading their responses, I realized a lot of students were confusing theme with plot, so I adjusted the next day's lesson to review the difference and showed them how to go from a specific moment in the story to a bigger idea. This helped clear things up and gave them a stronger foundation for their essays.</i>
Formative Feedback	8	<i>I assigned an essay and asked students to complete it in parts. I provided written feedback on each section, and students could use my feedback to revise the essay before submitting it. Students responded well to the written feedback and performed better on the essay than when I had assigned the essay to be completed in one assignment.</i>
Activating Prior Knowledge	7	<i>Using a Student's Prior Knowledge asked a student about a particular incident in History and this lead to discussion in class.</i>
Learning Decisions	4	<i>I created a project where the students designed and created a cup that embodied the principles of energy transfer. Based on the results of the cup and the concepts they learned about, students made adjustments to their cups and understanding to create one that worked better.</i>
Teacher Questioning	4	<i>Our coach did an excellent job of helping me see how I can improve in the types of questions I ask students to gather evidence of students' understanding of the learning target and how I can use that evidence to better differentiate instruction.</i>
Learning Progressions	1	<i>Using progression charts as a way for students to self-asses skills.</i>
Other		<i>Every unit I gave choice boards to allow students to choose the type of the assessment that works best for them.</i>

Beneficial Aspects of Learning Team Meetings

Learning Team Members were asked about their experience within their Learning Team Meetings: *What are the most beneficial aspects of the Learning Team meetings?* Note that this was a

'select all that apply' question. Most commonly, Learning Team Members reported that “Sharing Ideas about Formative Assessment” was the most beneficial aspect of Learning Team meetings (Figure 6). Interestingly, while not shown below, this trend is very similar to that shown by Coaches reflecting a similar pattern, with 'Receiving Feedback about the Implementation of Formative Assessment' rated as the least beneficial aspect of the Learning Team Meetings.

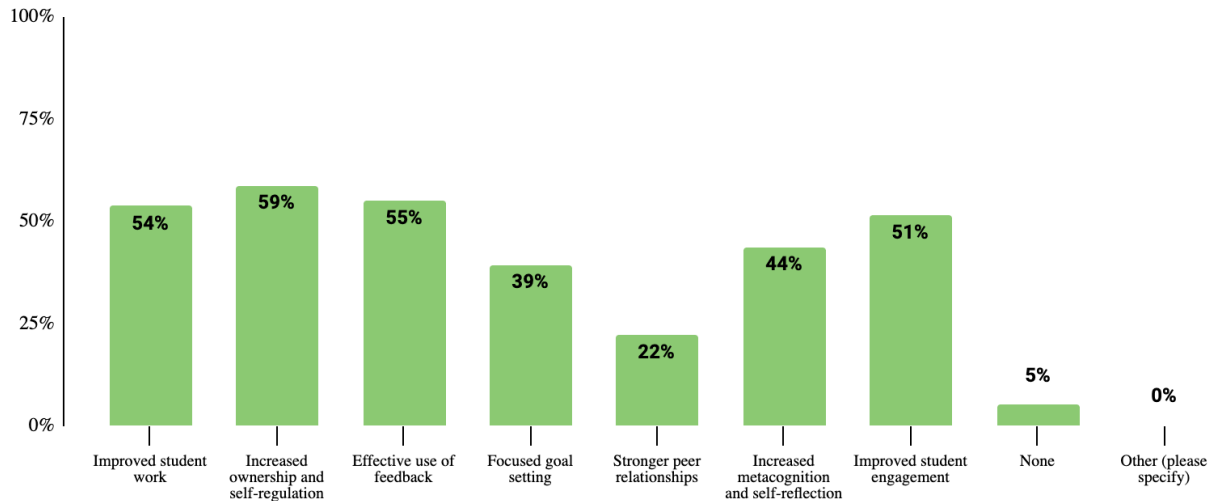
Figure 6. Most Beneficial Aspects of Learning Team Meetings, 2024-25



Formative Assessment Impact on Students

Another question we asked is: *In what ways has the use of the formative assessment process impacted students?* Note that this question is a ‘select all that apply’ question. The top three areas of impact reported on students are shown in Figure 7 as: “Increased ownership and self-regulation,” “Effective use of feedback,” and “Improved student work”.

Figure 7. Formative Assessment Impact on Students, 2024-25



Overall Value of FAME Program

Next, the FAME Learning Team Member End of Year Survey asked: *Please comment on the overall value of the FAME program to you and for your Learning Team.* In their open-ended responses, Learning Team Members discussed the idea that FAME Develops the Collaborative PLC Culture that all Teachers Need to engage in Professional Practice (22). A great example from one Learning Team Member is, *'It has been very beneficial to have this group of dedicated educators to brainstorm and reflect with. It is a great mix of people at different experience levels and subject areas which makes it very interesting to compare and contrast teaching and learning from so many different perspectives.'* Other frequently mentioned themes included Increased Learning of the Formative Assessment Process (13) and an Overall Good Review (11). The response category, frequency, and examples about the Overall Value of the FAME program are included in Table 2.

Table 2. Overall Value		
Category	Frequency	Example
Develop the PLC Culture That All Teachers Need to Engage Deeply in Professional Practice	22	<i>I have had great success these past two years with incorporating formative assessment strategies into my teaching. The collaboration with my peers has been invaluable during this process.</i> <i>Gathering with other professionals for reflective conversations provides a level of thinking that one cannot always achieve alone.</i>
Increased Learning of the	13	<i>I think it has added value to my teaching because it has</i>

Formative Assessment Process		<i>made me think more intentionally about how I am using formative assessment and feedback.</i> <i>I really have learned more about formative assessment to the point where I feel more confident in the types of assessing that I am doing. I'm also realizing that the way we have done formative assessment in the past is very different from how we should be doing it.</i>
A Good Review	11	<i>I've gained valuable insight and ideas.</i> <i>It has been very powerful and usefully to hone my craft.</i> <i>Very valuable, excited to be a coach next year.</i>
Improved Teaching and Learning in the Classroom	9	<i>The FAME program has helped me to plan lessons that my students can take ownership of. I have shared ideas with other teachers who have begun to implement formative assessment in their classrooms.</i> <i>I found FAME to be very valuable. As an experienced teacher, I feel that FAME has helped me focus my lessons and really reach my students in ways that have fallen flat in previous years. I feel intentional in my planning and lesson delivery. I feel like I am able to reach more students and that they are able to achieve their learning goals at a much higher success rate.</i>
N/A or Not Valuable	8	<i>I found it to be repetitive of previously known skills and not very helpful. I did not learn any new techniques or new ways to apply old techniques in the virtual setting.</i> <i>Somewhat valuable. I feel like there has been a lot of repetition throughout the years with minimal progress.</i>
Highly Valuable Program in a Number of Ways	7	<i>My FAME program was extremely beneficial to me as an instructor in my first year in a new district. It allowed me to collaborate with my colleagues, development effective assessment tools, and explore more resources.</i> <i>FAME has been an invaluable resource for me. The information is so clear and so informative. It makes it easy for me to use what is provided though resources and training to then facilitate growth for our staff in understanding the formative assessment process and creating usable, tangible materials teachers can immediately use in their classrooms.</i>

Personal Development Opportunity	6	<i>This has been a great investment in my development as an educator. I enjoyed collaborating with my team members and learning from them as well as my coach strategies that will help improve how I use formative assessment to better meet the needs of my students.</i> <i>As a first-year teacher, FAME has helped guide my students towards success and feel more comfortable trying new things. My team has collaborated and workshopped new ideas to try in the classroom.</i>
Feedback and Suggestions	4	<i>I am enjoying the work. However, I think this would be more beneficial if all people involved had a clear idea of what 'formative assessment' really is. In our building there are multiple interpretations of what 'formative assessment' is and many people are resistant to our ideas because they see this as something NEW, when in reality, it can just be replacements for the old and tired things they have been doing. We need to communicate clearly the goals of this initiative to ALL staff, and I don't think that is happening, so there isn't much buy-in from people outside of this group.</i>
Learning Target Development	4	<i>I learned how to write more knowledgeable learning targets. I learned how to guide and enhance the learning process by using formative assessment.</i> <i>I enjoyed meeting monthly with my group and sharing how we can effectively use Learning Targets in the Science classroom without giving away the science content that students are trying to uncover.</i>
Other	1	<i>We have just gotten started. I look forward to meeting with my team next year and looking into more strategies to implement as a building. We are also going to start using data binders in the fall.</i>

Additional Comments or Questions

The FAME Coach End of Year Survey asked: *Additional comments or questions?* The most frequent response from Learning Team Members was None or N/A (7). The majority of Learning Team Members responses indicated they did not have any additional comments or questions. There were also a couple Learning Team Members who responded with Appreciation (2) and others who noted Challenges with Implementation (2). One LTM indicated the value of the FAME program (1) and one LTM noted limitations with time (1). Another Coach requested Modeling of

the Formative Assessment Process (1). The coding category, frequency, and examples are shown in Table 3: Additional Comments or Questions.

Table 3. Additional Comments or Questions		
Category	Frequency	Example
None, N/A	7	<i>None at this time.</i>
Appreciation	2	<i>Thank you for this opportunity overall. I have learned so much and definitely built my confidence with the learning teams.</i>
Challenges with implementation	2	<i>I struggle seeing how it impacts the students in my grade. They don't seem interested when I go over it with them. Maybe I'm not doing a good enough job of going back over it.</i>
Value of FAME	1	<i>Excellent opportunity for our district!</i>
Limitations with time	1	<i>Meeting outside of work time is hard.</i>
Request for modeling	1	<i>I would like to see a formative assessment process modeled from beginning to end.</i>

Summary and Recommendations

Overall, Learning Team Members reported strong growth in their knowledge and understanding of formative assessment from before to after their participation in the FAME Program. Following the program, most participants described themselves as ‘very’ or ‘somewhat’ knowledgeable, and their self-reported success in using formative assessment strategies also improved. The greatest gains were seen in areas where prior knowledge and use were limited, with notable increases in “Facilitating Student Peer Assessment” (26%), “Helping Students Self-Assess” (27%), and “Eliciting Evidence of Student Understanding” (26%). These findings highlight the effectiveness of the FAME Program in enhancing both educator confidence and practice. To sustain this progress, it is recommended that the program continue providing meaningful resources, practical strategies, and collaborative learning opportunities that support educators in deepening their formative assessment knowledge and implementation.

When asked to provide an example or situation where they used the formative assessment process, Learning Team Members most commonly cited strategies related to “Eliciting Evidence of Student Understanding”, such as engaging students in small group activities and classroom

discussions. This pattern suggests that while LTMs are incorporating key elements of formative assessment, there may be opportunities to deepen their practice across a broader range of strategies. Other responses referenced components like “Learning Target Use”, “Self-Assessment”, and “Peer-Assessment”, indicating an emerging but varied application of the formative assessment process. Therefore, it is recommended to explore ways to support and expand LTMs’ implementation of formative assessment in the classroom. Providing additional resources focused on planning, along with targeted learning opportunities that delve into specific elements of the process, can help strengthen and diversify their use of formative assessment strategies.

Learning Team Members also reflected on their meetings and the value of collaborating with colleagues, most frequently identifying “Sharing Ideas about Formative Assessment” as the most beneficial aspect of their team interactions. In terms of student impact, the top response categories included “Increased Ownership and Self-Regulation,” “Effective Use of Feedback,” and “Improved Student Engagement.” These findings suggest that Learning Team Members not only benefit from collaborative learning but also see tangible impacts of formative assessment on student outcomes. This underscores the importance of maintaining and strengthening opportunities for structured collaboration, where educators can share strategies, reflect on practice, and build collective expertise to enhance both teaching and learning.

When reviewing Learning Team Member responses regarding the overall value of the FAME program, it is clear that participants experienced meaningful growth in their understanding and use of the formative assessment process, and consistently described FAME as a positive and beneficial experience for both themselves and their students. This reflects positively on how the program has been implemented in various schools across the state. Learning Team Members also offered honest and constructive feedback, highlighting both strengths and areas for improvement. While some challenges are outside the control of FAME Leadership and the RE&D Team, others can be addressed to enhance the program’s impact. For instance, one participant emphasized the need to build shared understanding of formative assessment, stating: “I am enjoying the work. However, I think this would be more beneficial if all people involved had a clear idea of what 'formative assessment' really is... We need to communicate clearly the goals of this initiative to ALL staff, and I don't think that is happening, so there isn't much buy-in from people outside of this group.” Additionally, some participants noted that the content felt repetitive over time, suggesting the importance of refreshing materials to maintain engagement and relevance. Despite this feedback, overall responses from Learning Team Members remain strongly positive toward FAME.

Overall, Learning Team Members demonstrated growth in their understanding and use of

formative assessment because of the FAME program. They reported increased confidence in applying essential strategies and observed meaningful improvements in their teaching practices. The collaborative environment, centered on sharing ideas and reflecting with peers, was frequently praised as a critical factor in their development. While a few participants suggested enhancements to content and delivery, the overwhelming response was one of strong support and appreciation, as shown in the quotes below. These findings emphasize the significant role FAME plays in empowering educators and advancing student learning statewide.

FAME has been an invaluable resource for me. The information is so clear and so informative. It makes it easy for me to use what is provided through resources and training to then facilitate growth for our staff in understanding the formative assessment process and creating usable, tangible materials teachers can immediately use in their classrooms.

I've loved getting to participate in FAME. As a second year teacher the ability to work with like-minded science educators with more experience than me has been invaluable. Megan has done a great job with our group of creating and running engaging lessons and meetings.

I found FAME to be very valuable. As an experienced teacher, I feel that FAME has helped me focus my lessons and really reach my students in ways that have fallen flat in previous years. I feel intentional in my planning and lesson delivery. I feel like I am able to reach more students and that they are able to achieve their learning goals at a much higher success rate.

I found the FAME team meetings to be extremely beneficial. Having my colleagues describe their process and successes or failures and working together to share ideas was a great opportunity to improve my teaching and the learning going on in my classroom.

I really enjoyed working with my FAME team. I felt that we had a great deal of thoughtful dialogue and many opportunities to try out some easy-to-use strategies regarding peer assessment, etc.

It has been very beneficial to have this group of dedicated educators to brainstorm and reflect with. It is a great mix of people at different experience levels and subject areas which makes it very interesting to compare and contrast teaching and learning from so many different perspectives.

Extremely helpful in increasing student engagement, understanding, and explaining. \ As a teacher, I have

the best understanding of student mastery as I have ever had. Teacher questioning is at an all time high.

This has been a great investment in my development as an educator. I enjoyed collaborating with my team members and learning from them as well as my coach strategies that will help improve how I use formative assessment to better meet the needs of my students.

As a first-year teacher, FAME has helped guide my students towards success and feel more comfortable trying new things. My team has collaborated and workshopped new ideas to try in the classroom.

I felt very lucky to have been asked to join my school's FAME team. Our team was very aligned and committed to student success and our want to all be better and knowing and understanding the process. It was incredibly valuable information and I'm glad I got it first-hand.

Attachment G

District Implementation Survey Report

This report summarizes the periodic survey responses for the 2024-25 School year from five districts: Ann Arbor Public Schools/Washtenaw ISD; Galesburg Augusta Community Schools; Global Educational Excellence (GEE); Michigan Great Lakes Virtual Academy (MGLVA); and Wayne Westland Community Schools. Data addressed in this report include 1) how often district Coaches met with their Learning Teams; 2) the formative assessment Components addressed during meetings; and 3) which supports did Coaches believe would be of greatest help.

The FAME periodic surveys were used five times during the 2024-25 school year. Surveys were conducted in October, December, February, April, and May/June. Thus, there was about 6-8 weeks in the school year between each survey. The questions asked in these surveys focused on activities FAME Coaches carried out with their Learning Team during the 8-8 weeks leading up to the administration of the periodic survey. At the end of the school year (May/June), Coaches and their Learning Team members were asked to fill out a more complete annual survey of their activities for the entire school year. This report provides a summary of Coach responses to the short-cycle periodic surveys as well as their responses to the annual surveys.

This brief report is organized by district, as each section details the district Coaches' responses to these three questions. The final section synthesizes findings across districts. Please note that this report summarizes findings from those Coaches who responded to the survey but makes no claims about how non-respondent Coaches would have answered the questions summarized here.

District 1: Ann Arbor Public Schools/Washtenaw ISD

How often did district Coaches meet with their Learning Teams?

While most Coaches reported meeting at least once during the 1-to-2 month time frame addressed in each survey, a sizable minority reported not meeting at all. Across surveys, 67% of Coaches reported meeting once with their team during the specified time and 5% reported meeting two or more times. The remaining 28% of responses indicated that Coaches did not meet with their teams during the time frame addressed on the survey.

What formative assessment Components were addressed during meetings?

Each of the five Components (Planning, Learning Target Use, Eliciting Evidence of Student Understanding; Formative Feedback; Instructional and Learning Decisions) was covered by at least one District Coach in at least one meeting. The order of popularity (as indicated by the overall percentage in which the Component was featured) were as follows (in descending order): Learning Target Use (44%); Instructional and Learning Decisions (39%); Planning (39%); Formative Feedback (35%); and Eliciting Evidence of Student Understanding (31%).

Which supports did District Coaches believe would be of greatest help?

Coaches indicated that a planning conversation with a Lead would be helpful in only 11% of the responses. In 19% of the responses, Coaches indicated they would like additional materials.

District 2: Galesburg Augusta Community Schools

How often did district Coaches meet with their Learning Teams?

Galesburg Augusta Coaches met with their Learning Teams consistently and frequently. No Coach indicated not meeting with their Team at any point in the year. Coaches indicated meeting with their team once during the period 62% of the time. The remaining 38% of responses indicated that the Coach met with their team two or more times.

What formative assessment Components were addressed during meetings?

During meetings, Learning Teams addressed multiple Components. Each of the five Components (Planning, Learning Target Use, Eliciting Evidence of Student Understanding; Formative Feedback; Instructional and Learning Decisions) was covered by at least one District Coach in at least one meeting. The order of popularity (as indicated by the overall percentage in which the Component was featured) were as follows (in descending order): Learning Target Use (97%); Eliciting Evidence of Student Understanding (56%); Planning (50%); Instructional and Learning Decisions (47%); and Formative Feedback (24%).

Which supports did District Coaches believe would be of greatest help?

Coaches indicated that a planning conversation with a Lead would be helpful in 48% of the responses. In 24% of the responses, Coaches indicated they would like additional materials.

District 3: Global Educational Excellence (GEE)

How often did district Coaches meet with their Learning Teams?

GEE meeting frequency was the least consistent relative to other districts. In 49% of the responses, GEE Coaches indicated meeting with their Learning Teams once during the specified time. In 21% of responses, GEE Coaches indicated that they met with their Learning Teams two or more times. Thirty percent of the time, GEE Coaches reported that they had not met with their Learning Teams.

What formative assessment Components were addressed during meetings?

During meetings, Learning Teams addressed multiple Components. Each of the five Components (Planning, Learning Target Use, Eliciting Evidence of Student Understanding; Formative Feedback; Instructional and Learning Decisions) was covered by at least one District Coach in at least one meeting. The order of popularity (as indicated by the overall percentage in which the Component was featured) were as follows (in descending order): Learning Target Use (61%); Planning (56%); Eliciting Evidence of Student Understanding (19%); Instructional and Learning Decisions (17%); Formative Feedback (13%).

Which supports did District Coaches believe would be of greatest help?

Coaches indicated that a planning conversation with a Lead would be helpful in 57% of the responses. In 44% of the responses, Coaches indicated they would like additional materials.

District 4: Michigan Great Lakes Virtual Academy (MGLVA)

How often did district Coaches meet with their Learning Teams?

Like other districts, MGLVA Learning Teams met regularly during the timeframe covered by the survey. Coaches indicated meeting with their Learning Teams once (73%), twice (25%), or not at all (2%).

What formative assessment Components were addressed during meetings?

During meetings, Learning Teams addressed multiple Components. Each of the five Components (Planning, Learning Target Use, Eliciting Evidence of Student Understanding; Formative Feedback; Instructional and Learning Decisions) was covered by at least one District Coach in at least one meeting (although Planning was barely addressed). The order of popularity (as indicated by the overall percentage in which the Component was featured) were as follows (in descending order): Eliciting Evidence of Student Understanding (75%); Formative Feedback (75%); Instructional and Learning Decisions (39%); Learning Target Use (17%); and Planning (3%).

Which supports did District Coaches believe would be of greatest help?

Coaches indicated that a planning conversation with a Lead would be helpful in 46% of the responses. In 31% of the responses, Coaches indicated they would like additional materials.

District 5: Wayne Westland Community Schools

How often did district Coaches meet with their Learning Teams?

Wayne Westland Coaches met consistently throughout the year. Most often Coaches (88%) met with their teams once during the specified time (usually 1-2 months), although in some cases (12% of the time) Coaches met twice. No Coach indicated that they met more than twice during any month, nor did any Coach indicate that they did not meet at all.

What formative assessment Components were addressed during meetings?

Each of the five Components (Planning, Learning Target Use, Eliciting Evidence of Student Understanding; Formative Feedback; Instructional and Learning Decisions) was covered by at least one District Coach in at least one meeting. The order of popularity (as indicated by the overall percentage in which the Component was featured) were as follows (in descending order): Eliciting evidence of student understanding (71%); Planning (30%); Learning Target Use (30%); Formative Feedback (23%), and Instructional and Learning Decisions (8%).

Which supports did District Coaches believe would be of greatest help?

Coaches indicated that a planning conversation with a Lead would be helpful in 50% of the responses. In 50% of the responses, Coaches indicated they would like additional materials.

Cross-District Comparison

This final section considers trends observed across districts in the three dimensions considered in this report: 1) Team meeting frequency; 2) Component Coverage; and 3) Expressed need for further support.

Team Meeting Frequency. District Coaches met consistently with their teams, typically meeting once during the time specified in each periodic survey. For all five districts “once” was the most common selection. However, there was considerable variation among districts in the frequency of not meeting. Three districts had no incidence of not meeting during a specified period (Galesburg, MGLVA, Wayne Westland), while in two districts (Ann Arbor/Washtenaw ISD, and GEE) not meeting was fairly common. An overview of this information is included in Table 1.

Table 1: Meeting Frequency by District Table

	Did not meet	Met once	Met 2+ Times
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Ann Arbor/Washtenaw	28%	67%	5%
Galesburg Augusta	0%	62%	38%
GEE	30%	49%	21%
MGLVA	2%	73%	25%
Wayne Westland	0%	88%	12%

Component Coverage. District Learning teams covered each of the five Components at some point during the year. However, this does not mean that each Learning Team within a district addressed each component, only that at least one team within the district did. Analyzing the within-district Component coverage is beyond the scope of this report. Even with this caveat, interesting trends emerged.

First, districts varied considerably in their foci. For instance, MGLVA focused heavily on Eliciting Evidence of Student Understanding and Formative Feedback but gave little attention to Planning and Learning Target Use. Wayne Westland also focused on Eliciting Evidence of Student Understanding but paid much less attention to Instructional and Learning Decisions. Ann Arbor/Washtenaw, Galesburg Augusta, and GEE focused most heavily on Learning Target Use. An overview of this information can be found in Table 2.

Table 2: Component Coverage by District

District	Planning	Learning Target Use	Eliciting evidence of student understanding	Formative Feedback	Instructional and Learning Decisions
Ann Arbor/Washtenaw	39%	44%	31%	35%	39%
Galesburg Augusta	50%	97%	56%	24%	47%
GEE	56%	61%	19%	13%	17%
MGLVA	3%	17%	75%	75%	39%
Wayne Westland	30%	30%	71%	23%	8%

*Bold indicates Component(s) of greatest emphasis

**Italics indicate Component of lowest priority

Further Support. While there are some general trends, district Coaches differed in the perceived need for support from the FAME Leads or the program in general. With the exception of Ann Arbor/Washtenaw (11%), most districts hovered around 50% in their perception that it would be helpful for them to have a planning conversation with their regional Lead. In most districts (with the exception again of Ann Arbor/Washtenaw), planning with a Lead was considered more or equally important than obtaining additional material. District coaches also differed in their overall perceived needs. Ann Arbor Coaches rarely indicated that they would benefit either from planning with a lead or obtaining additional material. Wayne Westland Coaches believed that they could use planning with a Lead and additional materials about half of the time. This information is fully represented in Table 3.

Table 3: Perceived Coach Need by District

	Planning with Lead	Additional Material
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Ann Arbor Washtenaw	11%	19%
Galesburg Augusta	48%	24%
GEE	57%	44%
MGLVA	46%	31%
Wayne Westland	50%	50%

Plans for FAME Participation in 2025-26

Many districts and educators have begun planning for participating in FAME in the 2025-26 school year. This can mean new Coaches signing up to participate in FAME for the first time, or current Coaches, signing up as “returning Coaches. Each of the district studied has some new and/or returning Coaches.

As of the date of publication, Ann Arbor/Washtenaw has no new Coaches but seven returning Coaches Galesburg Augusta has no new Coaches, but only one returning Coach. This brings into question the district’s ongoing commitment to FAME program. GEE has two new Coaches and ten returning Coaches. MGLVA has five new Coaches and one returning Coach. Wayne Westland has 3 new Coaches and 18 returning Coaches. An overview of this information is provided in Table 4.

Table 4: Returning and New Coaches by District

	Returning Coaches	New Coaches
Ann Arbor/Washtenaw	7	0
Galesburg Augusta	1	0
GEE	10	2
MGLVA	5	1
Wayne Westland	18	3

Attachment H

Thoughts about Demonstrating the Effectiveness of the Michigan FAME Program

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Goal of this Research: Show that participation in the FAME program has positive impacts on teachers who choose to coach FAME Learning Teams, teachers who participate in FAME as members of FAME Learning Teams, and on the students of both the FAME Coaches and members of their Learning Teams.

Experimental Group: Teachers who are FAME Coaches or are Learning Team members in select school districts for three years or more.

Control Group: Teachers with similar demographics and comparable teaching experience as the experimental group.

Research Design: The ideal design would take place in voluntary schools or school districts in which a random sample of teachers would be chosen and assigned to either the experimental or control groups.

Experimental Group – The experimental teacher group would form typical FAME teams, with some choosing or being chosen to lead FAME Learning Teams as Coaches, and remaining teachers choosing or assigned to FAME Learning Teams.

The experimental group would receive access to FAME learning resources made available to new Coaches and as returning Coaches. This would include attendance at a Launch into Learning, access to the public and secure FAME website (with over 400 formative assessment resources), opportunities to attend the 16 Building Understanding sessions as well as training sessions conducted by the Thinking Collaborative (e.g., Adaptive Schools; Calibrating Conversations).

These teams would be expected to meet about once a month for at least an hour in all three years in the FAME program. The Coach with input from Learning Team members would choose the topics for each meeting of the Learning Team.

Control Group – The control group of teachers would be chosen randomly from the teachers in which this research will be conducted. These teachers would not be expected to form learning teams, would not meet to discuss topics such as formative assessment or instructional improvement strategies or any other educational improvement goals. None of the FAME trainings, FAME website resources, or Thinking Collaborative sessions would be offered to them. If per chance they become interested in formative assessment, they would be given access to the limited set of resources that can be accessed on the public FAME website.

Research Elements: This research will include looking at both teacher and student variables during and at the conclusion of each school year:

FAME-Related Information – FAME Coaches are surveyed five times per school year. The experimental Coach group would be included in this periodic survey opportunity. These surveys

ask about FAME meetings, FAME team meeting topics covered and planned, impacts of FAME, and any support needs for the Coaches or their Learning Teams. At the end of the school year, both the Coaches and their Learning Team members receive a lengthier survey. These surveys ask about extent of learning about the formative assessment process, learning to use the elements of formative assessment, impacts on themselves as well as impacts on their students.

Both the periodic and annual survey information will be tabulated for each experimental group compared with comparable information collected from FAME Coaches and Learning Team members not participating in their experimental research.

Interviews may be held with several of the Coaches in the experimental group. These interviews will seek to learn more about the work of Coaches' Learning Teams, team successes and challenges, and what teams were able to accomplish. Several case studies based on these interviews (and related periodic and annual survey data) may also be prepared.

Teacher Information – Several types of information will be collected on teachers. The first set will be information on teacher participation (or lack thereof) in FAME trainings - attendance at a Launch into Learning, opportunities to attend the 16 Building Understanding sessions as well as training sessions conducted by the Thinking Collaborative (e.g., Adaptive Schools; Calibrating Conversations).

Next, their use of the public and secure FAME website (with over 400 formative assessment resources) would be determined to see if they sought out print and video resources to learn more about the formative assessment process.

Demographic information such as years in education, years as a teacher, content areas of certification, areas of endorsement on teaching certificates, grade(s)/courses currently assigned, and so on would be collected primarily to examine the comparability of the experimental and control groups of teachers.

Student Information – External test score information, such as M-STEP scores or the district chosen interim assessment scores, will be collected for students of the teachers who are in both the experimental and control groups.

- This will include M-STEP scores for the year prior to the current year of enrollment for participating students, as well as their current school year end-of-year scores.
- Scores from the fall and spring (and winter, if used) on district-chosen interim assessments
- Any other standardized assessment information collected during the school year.

Demographic information such as gender, socio-economic status (e.g., eligibility for free/reduced-price lunch); EL status; SWD status; homeless status; migrant status would also be collected, primarily to examine the comparability of the students assigned to experimental and control group teachers.

Design Issues in this Research: There are several issues that affect the feasibility and generalization of the results of this research. These include:

1. FAME is a three-year program. Teachers are not expected to become proficient in their use of the formative assessment process until year 2 or beyond.
2. Teachers may not continue to participate in FAME for the full three years and may not have deepened their understanding and use of the formative assessment process before dropping out
3. The teachers in this study might be in different places in their learning about and learning to use the formative assessment process
 - a. Year 1: read about and discuss the formative assessment process,
 - b. Year 2: begin to examine one or more elements of their own use of formative assessment process; begin to review and seek to improve use formative assessment.
 - c. Year 3 and beyond: become proficient in use of one or more elements of the FAME formative assessment process; continue to review and seek to improve use formative assessment.
 - d. The anticipated impacts of FAME will vary from year 1 to year 3: In Year 1, there may be little or no impact, while by Year 3, substantial positive impacts on students might be anticipated.
4. The schools in which this research is to be conducted may not assign students randomly to teachers. For example, a teacher known for skills in teaching students with disciplinary issues may be assigned a disproportionate number of these students (whose prior achievement might be lower than other students). How will this bias the research to be carried out?
5. Students typically have a teacher, whether in the self-contained elementary classroom or a secondary, discipline-based class, for one year.
6. It would be ideal (but unlikely) for a student to have a Year 1 FAME teacher in grade/course A, a Year 2 FAME teacher in grade/course B, and a Year 3 FAME teacher in grade/course C.

Bottom Line

1. It takes time (up to three years or more) for teachers to become proficient in the use of the formative assessment process.
2. Students typically have a teacher who is proficient in the use of the formative assessment process only once. Thus, the impact of teachers' learning about and learning to use the formative assessment process may range from minimal to substantial.
3. It is challenging to conduct experimental and control group research designs in education. In this case, how "contaminated" will control groups become if the experimental group shares the positive outcomes they have experienced?
4. Available measures of student achievement (the interim and annual summative assessments they participate in) may not be sensitive to the types of student learning that FAME encourages. If the changes that occur in teachers and their students are not reflected in significantly different test scores, is this the fault of the research design, the lack of instructional sensitivity of the tests used to measure achievement, or the FAME program "treatment?"