



**FAME Initiative Expectations**  
Michigan Department of Education (MDE)  
Updated February 2020

As part of the professional learning initiative, FAME: Formative Assessment for Michigan Educators, coaches and learning team members are expected to participate in a number of different activities. The expectations for participation are outlined separately for coaches and team members below.

**Coaches:**

Individuals who volunteer to lead FAME learning teams are expected to do the following:

- **Develop personal expertise in using the formative assessment process in the classroom.** Since this takes time to learn, we anticipate that participation of learning teams in this program will be a three-year commitment, barring unforeseen circumstances. Long-term change usually requires at least three years of sustained effort to be successful. While individual coaches may not continue with the same team for this period of time (e.g., the coach may move on to leading a new team), it is important that the coach ensure that the learning team continues under the leadership of a capable individual for the remainder of the time.
- **Practice to improve their skills in coaching.** We expect that each new coach will participate in all scheduled sessions for Adaptive Schools Foundation training in year 1 and Cognitive Coaching Foundation Seminar® Part 1 (Days 1-4) and Part 2 (Days 5-8) in subsequent school years as indicated by MDE and its contractors.
- **Ensure that the learning team meets on a regular basis throughout each school year.** We also expect that the coach will convene and facilitate the work of the learning team over the course of the three school years.
- **Ensure that the team covers the formative assessment process topics of greatest interest and need.** While the structure of this professional learning model is flexible, we expect that each learning team will cover several topics (e.g., about three) each year over the course of the three years of participation. MDE and its contractors will provide resources to engage and support learning teams over this period of time.
- **Complete surveys administered throughout each academic year as part of the underlying research on formative assessment practices.** The Michigan Assessment Consortium (MAC) is researching the ways that different types of learning teams engage in learning about formative assessment. The research is intended to investigate how the professional learning model impacts teacher learning and actions. More information will be available at coach training dates.

## Learning Team Members:

Individuals who volunteer to participate on a FAME learning team are expected to do the following:

- **Develop personal expertise in planning and using the formative assessment process, including the use of formative assessment strategies and tools in the classroom.** This takes time, so we anticipate that participation of teachers on learning teams in this program will be a three-year commitment, barring unforeseen circumstances. This is because long-term change usually requires at least three years of sustained effort to be successful. It is important that learning team members continue for this period of time.
- **Meet with the learning team on a regular basis throughout each school year.**
- **Participate in each learning team meeting by engaging in ongoing discussions of the components of the formative assessment process.** Teams will be exploring formative assessment strategies used or to be used in their classroom, reflecting on the successes and challenges in using these formative assessment strategies, and supporting the work and ideas of other learning team members.
- **Study several topics (e.g., about three) each year over the course of the three years of participation.** MDE and its contractors will provide resources to engage and support learning teams over this period of time.
- **Participate in research studies.** MDE continues to work with Michigan Assessment Consortium (MAC) to research the professional learning model and its impact on teacher learning and classroom implementation. The research design has several components including:
  - **Surveys:** Learning team members are expected to complete an end-of-the-year survey administered as part of the underlying research on formative assessment practices. MAC is researching the ways that different types of learning teams engage in learning about formative assessment and how teachers at different grade levels and in different content areas implement formative assessment strategies in their classrooms. The survey will assist in the research and serve to improve learning of all learning teams in the future.
  - **Observations:** The MAC research team may be soliciting participation from teams willing to have their learning team meetings videotaped and/or teachers willing to have their classroom formative assessment practices videotaped. Observations can provide a richer understanding of the impact of the professional development model and project resources. More information will be available in the fall.
  - **Interviews:** The MAC research team may request to interview teachers who have been observed and students in those classrooms where observation has taken place.