

**REPORT ON THE 2015-16 FAME DEVELOPMENT AND EVALUATION ACTIVITIES**  
**MICHIGAN ASSESSMENT CONSORTIUM**  
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## **INTRODUCTION**

The Michigan Assessment Consortium (MAC) Formative Assessment for Michigan Educators Research & Development (MFRD) team carried out a significant number of activities in support of the Formative Assessment for Michigan Educators (FAME) program on behalf of the Michigan Department of Education (MDE). The MAC assumed leadership for the research component of the FAME program from Michigan State University in 2014. The overall goals of the MAC's activities were to provide information to the FAME leadership team to understand what FAME participants need in order to enhance their learning, how the FAME resources are used, and what resources might be created to improve the program for the future.

The MFRD team proposed to address the following objectives in its work during the 2015-16 school year:

- Field test the *Formative Assessment Self-Reflection Guide* with two Leads and teachers from several FAME teams
- Create a set of video recordings to accompany the Dimensions of Formative Assessment rubrics contained in the *Guide*.
- Monitor the work of the Leads through interviews and surveys of the Leads two to three times during the school year.
- Write journal and other articles documenting the work of FAME learning teams and their teachers
- Conduct periodic Coach surveys (six times during 2015-16) to provide information to Leads on the work and the needs of the Coaches for Lead planning and support
- Begin work on a *Student Guide to Self- and Peer-Assessment*, intended to provide definition and support for student self- and peer-assessment activities in support of teachers who wish to employ these formative assessment tactics with their students
- Conduct annual surveys of Coaches
- Conduct annual surveys of Learning Team members

Specific activities were carried out by the MFRD team to address each of these objectives. This report provides a summary of the work of the Research Team, as well as the outcomes obtained by the MFRD team from the data collected by the team and others. This report is organized in two major sections. The first section provides an overview of the accomplishments of the MFRD from this past school year. The second and larger section provides more detailed information about the work of the MFRD team, provides considerable information about FAME outcomes gathered and resources created by the MFRD team.

## **OVERVIEW OF THE WORK OF THE MAC FAME RESEARCH TEAM IN 2015-16**

The MFRD team carried out a number of development and evaluation activities related to objectives listed above.

- During the 2015-16 school year, the MFRD team field tested the *Formative Assessment Self-Reflection Guide* in three locations, using Leads in two locations and through one of the teachers who participated in the development of the *Guide* in 2014-15. The locations where field testing occurred are Muskegon ISD, Wayne RESA, and Inland Lakes. The *Guide* was used by the teachers and feedback on it was provided to the MFRD team. The feedback from them has been constructive and informative, and will be used both to enhance the *Guide* and improve the manner in which the *Guide* will be rolled out in the 2016-17 school year and beyond.
- Video collected in the 2014-15 and 2015-16 school years has been catalogued according to the dimensions of formative assessment contained in the *Formative Assessment Self-Reflection Guide*. This

will be a useful resource for teachers who are new to the FAME program (to show them what each component of formative assessment looks like when implemented in different content areas and grade levels) as well as teachers who have been involved in the FAME program for two or more years (providing video samples that could be used in training to use the *Guide*).

- The MFRD team interviewed and surveyed several of the Leads twice or more during the school year. Telephone interviews were conducted with the Leads, conducting a structured interview with several of them two or more times during the school year. The results provide information in support of the Leads' work in supporting
- The MFRD team wrote several journal and other articles documenting the work of FAME learning teams and their teachers. This work resulted in submissions of manuscripts to journals and revisions based on their peer reviews. Case studies featuring the implementation of the FAME program were prepared – Leads and Coaches, teachers who participated in the development of the *Formative Assessment Classroom Observation Guide*, and school, districts, and intermediate district implementation of the FAME Program.
- Conducted periodic update surveys of each of the FAME Coaches about the activities of their Learning Team during the previous month(s). Surveys were sent to Coaches in October, November, January, February, March and May. These update surveys were summarized across all of the Coaches for each Lead, as well as for each Coach assigned to a Lead. The updates provided the Leads with information about Coaches' activities and needs, so that the Leads could be more responsive to meeting Coaches' needs for resources and assistance in working with their Learning Teams.
- Conducted the annual surveys of Coaches and Learning Teams in the spring, using the sets of questions that have remained virtually unchanged over the past several years. The surveys continue to show the value of FAME to the participants, as well as the utility of the FAME model for improving teachers' instruction and students' learning.
- The MFRD team began work on a *Student Guide to Self- and Peer-Assessment*, intended to provide definition and support for student self- and peer-assessment activities in support of teachers who wish to employ these formative assessment tactics with their students. Individual research team members drafted sections of the *Guide* and provided drafts for team review.
- Representatives of the MFRD team participated in national formative assessment meetings (the SCASS Formative Assessment for Students and Teachers meetings) and national conferences (the CCSSO National Conference on Student Assessment).
- The MFRD team wrote the proposal to WestEd (and SCASS FAST) to secure funding for a field test of the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (FARROP) guide. Michigan was one of about 10 states that received funding this activity during the 2016-17 school year.
- The MFRD team participated in project planning meetings with the Department and with the Leads, lending our insights about research and development strategies in helping to improve the FAME program.

#### **DETAILED REPORT OF THE WORK OF THE MAC FAME RESEARCH TEAM IN 2015-16**

This section provides some additional details about the work of the MFRD team, giving more information about FAME outcomes gathered, as well as the resources created by the research team. The complete report provides additional information about the MFRD team's work. This section of the report is divided into several categories:

- A. Field test the *Formative Assessment Self-Reflection Guide* with two Leads and teachers from several

FAME teams

- B. Create a set of video recordings to accompany the Dimensions of Formative Assessment rubrics contained in the *Guide*.
- C. Monitor the work of the Leads through interviews and surveys of the Leads two to three times during the school year.
- D. Write journal and other articles documenting the work of FAME learning teams and their teachers
- E. Conduct periodic Coach surveys (six times during 2015-16) to provide information to Leads on the work and the needs of the Coaches for Lead planning and support
- F. Conduct annual surveys of Coaches
- G. Conduct annual surveys of Learning Team members
- H. Begin work on a *Student Self- and Peer-Assessment Guide*, intended to provide definition and support for student self- and peer-assessment activities in support of teachers who wish to employ these formative assessment tactics with their students

## WORK OF THE MAC FAME RESEARCH TEAM IN 2015-16

### A. FIELD TEST THE *FORMATIVE ASSESSMENT SELF-REFLECTION GUIDE*

Last year, many changes were initiated in the study of formative assessment practices in the classroom. A teacher-initiated, teacher-driven study led to the creation of the *Formative Assessment Self-Reflection Guide*. In the initial year, eight teachers volunteered to be part of the study. Classes were video recorded, and co-coding sessions were conducted to look at the practices, based on a set of rubrics and descriptions. Due to the success of this study in 2014-15, a decision was made to continue to gather feedback about the process and the documents, and to look at the impact on them on teaching. Two of the Leads obtained volunteer teachers who were willing to work with the MFRD team.

### RESEARCH METHODS

In this study, information was gathered from three volunteer teachers new to the self-reflection process recruited by one Lead. The other Lead worked with a volunteer teacher new to FAME. In addition, nine teachers worked with a FAME coach (one of the teachers who participated in developing the *Guide* during 2014-15) in their school district to provide additional implementation information. There was also a case where two teachers co-coded one of their classes. Attempts were made to include a larger sampling of FAME teachers, but the decision was made to wait until the 2016-2017 school year to do so.

The study began with members of this year's MFRD team facilitating face-to-face and/or electronic meetings with the Leads and the volunteer teachers. Information about the research was shared and consent forms were distributed and signed. Cooperation of the school administration, teachers, students, and parents was a requirement to be involved. Dates were set for the video recording and conferencing sessions.

With the three volunteer teachers provided by the first Lead, visits were made to their classrooms on two consecutive days. Following video recording, the classroom teacher and an individual from the MFRD team co-coded the video. With one of the schools, two teachers had volunteered, and they both participated in the co-coding sessions. In the other school, another teacher interested in being part of the study next year, participated in the co-coding sessions. In addition to information gained during the pre and post taping conversations, survey questions were also sent for teacher response.

The second Lead met with the volunteer teacher. Survey questions were sent to the teacher. In addition, the Lead used the session with the volunteer teacher as a learning activity with the volunteer teacher's FAME learning team. They used a modified version of the coding form in the *Guide* for their meeting. This form eliminated the rubric description, and the learning team members were instructed to find evidence to support the dimensions presented in the video clip. Discussion followed. The pairing taped a class, co-coded, answered questions, and shared their responses.

The nine teachers who worked with a FAME coach were also provided survey questions and there was discussion to obtain more information about the study. As much as possible, the findings of these two

groups are combined and presented in the next section. Since the questions were the same, the teacher's responses were included with the responses from the nine teachers working with a FAME coach. The responses and comments were consistent with the other responses and contributed to the Research Findings.

## RESEARCH FINDINGS

- All of the teachers who participated in this portion of the study video recorded their classes, viewed the video, and co-coded it with either a member of the MFRD team or a colleague. While the *Guide* is designed for self- or peer-reflection, all of our teachers chose to peer assess. They welcomed the sharing and exchange of ideas. One of the most important decisions each teacher had to make is whether or not to look at all of the dimensions of the rubric or designate a specific area or areas for review and reflection. Some of the teachers indicated the rubric is difficult to grasp, and that limiting their scope enabled them to more accurately reflect on certain aspects of their work. Other teachers, however, had a desire to look at the 'big picture' and their formative assessment practices overall. Some of these teachers then decided to focus on a particular area, usually designated as an area in need of improvement.
- The *Guide* is a lengthy document since it not only includes information about the self-reflection process and support materials, it also makes connections to FAME and the formative assessment process. It is important for teachers to review and, if appropriate, discuss the meaning and impact of formative assessment. It is also important to separate, at least in thought, the *Guide* into different approaches. The background material should be covered before the actual taping and coding sessions. This will allow educators to focus on the rubrics, coding, and discussion about what is taking place in the classrooms. Many did indicate that more familiarity with the process and the materials made it easier to grasp and understand.
- All of the teachers indicated that the self-reflection process is a worthwhile endeavor and recommended its use by others. When providing specifics about its value, the responses were usually phrased in the language of the formative assessment process. Examples include identifying strengths and areas in need of improvement in their instruction, developing more effective questioning strategies, and increasing student engagement through the use of self- and peer-assessment. While many of the observations pertain directly to teachers' instructional practices, it was also noted how this would have a positive impact on student performance. In addition to the formative assessment discussion, teachers also observed other factors that may have a negative impact on teaching and learning. Time and classroom management topped the list, as teachers were now able to look at their class from an entirely different perspective. Addressing these issues could lead to more effective instruction and improved student performance.
- All of the teachers involved in this study saw the self-reflection process as a means to learn more about themselves as a teacher and to improve their instruction. There were some initial concerns and nervousness about having others in the class, taping, and meeting with another individual. As the process moved forward, anxiety was reduced, and the teachers quickly realized the value. This is not about teacher evaluation or criticism. The self-reflection process provided an opportunity for a teacher to take an honest look at his/her practice, have meaningful discussion with a colleague, and identify ways in which they may improve. The actual determination of a code was not as important as the understanding of the decisions they make in being more effective and efficient.

## FEEDBACK SPECIFIC TO THE FORMATIVE ASSESSMENT SELF-REFLECTION GUIDE

One of the goals for this year was to gather feedback about the *Formative Assessment Self-Reflection Guide*—the materials and the process. This is an important part of the study and also for other aspects of FAME as language used in the Launch, other trainings, and materials could be made consistent. This specific feedback is not presented in this study, but it will be incorporated in revising the materials and the process.

The detailed feedback from the field test teachers was gathered through two sets of questions sent to each participating teacher. The results of the surveys (separated by site) are shown in Attachment B. Findings of the study will be used to make improvements with the eventual goal of making this available to all FAME educators.

## TEACHER STUDIES NOTE

In addition to the teachers provided by Leads and the in-district group, contact was also made with teachers involved in the study last year, teachers working with a participant from last year, and other educators new to the process. The interest was evident, but there were scheduling and logistical difficulties.

### B. CREATE A LIBRARY OF VIDEO EXAMPLES TO ACCOMPANY THE GUIDE

Both in 2014-15 and 2015-16, video recordings collected by teachers who helped the MFRD team developed the *Formative Assessment Self-Reflection Guide* in 2014-15 and field tested the *Guide* in 2015-16 provided video of their classrooms to the MFRD team. The MFRD team then vetted the video, seeking to locate suitable examples of formative assessment practices across different content areas and grade levels.

The goal of this effort initially was to find examples of formative assessment practices at least three of the four levels of performance for each of the 13 components of formative assessment found in the *Guide*. However, in working with teachers in 2014-15, the MFRD team came to the realization that the real value of the video library being assembled could be two-fold:

- Provide examples of each of the 13 components for teachers new to the FAME program. This might help these teachers see these practices as used by different teachers in different content areas at different grade levels.
- Provide examples for FAME teachers (those beyond the introductory year) to use to learn how to code their instruction. This could be done by individual FAME teachers, or an activity that a FAME Learning Team could collectively carry out, to deepen their understanding of the practices underlying the 13 components.

The library is available on Vimeo and may be used in these and other ways in the FAME program of the future.

### C. SURVEYS AND INTERVIEWS OF THE FAME LEADS AND COACHES REGARDING INTERACTIONS AND WORK WITH ONE ANOTHER

The purpose of this part of the project was to gather information about FAME Leads focusing on the first section of the stated Lead Expectations. These were developed in 2013-2014 to provide direction for Leads in the performance of their responsibilities. This part of the research has been a mainstay for five years.

Using three of Thinking Collaborative's support functions, all leads will develop capacity in Coaches so they are successful in supporting learning teams in the classroom implementation of The Formative Assessment Process.	
	<b>Minimum Expectations</b>
<b>Consulting</b>	Monitor, remind and assist Coaches with registration.
	Check-ins and request status reports.
	Provide resources.
<b>Coaching</b>	Use four CC maps to have coaching conversations (group and individual) – focus on Year 2 and 3 Coaches to start.
<b>Collaboration</b>	Interact with Coaches at f2f training events (minimum of one event for each coach).
	Offer quarterly f2f coach meetings at central location.

#### Question 1 -FAME Leads

*As of this point in the school year, what specific activities have you carried out that would be considered consulting?*

### Question 2 – FAME Leads

*As of this point in the school year, what specifically have you done that would be considered coaching?*

### Question 3 – FAME Leads

*As of this point in the school year, what specific activities have you done that would be considered collaboration?*

### Question 4 – FAME Leads

*Are there any specifics matters that you would like to share (celebrations, concerns, requests, etc.)?*

## **RESEARCH METHODS**

In this study, information was gathered from FAME Leads. There were nine FAME Leads for the 2015-2016 school year, and responses were gathered from eight of the Leads. After their written responses were received, follow-up interviews were conducted if additional information or clarification was needed. Data was analyzed by coding the responses and looking for patterns both within each group and across the different groups of individuals.

## **RESEARCH FINDINGS**

- Leads understand their consulting role is one of their basic functions. They are the connection between Coaches and FAME. Some of the Leads are more active in terms of contacting Coaches, while others make themselves available. Their most frequent activity is to provide resources as they respond to Coach questions and requests. The periodic update surveys (see Section E below) are not the only way to gather information; they serve as an invitation to contact the Coach.
- Leads value the importance of coaching. They have been provided the necessary tools to interact with their Coaches. The largest concerns are time and location. Busy people have a very difficult time finding the opportunity in their schedules to be able to meet in person. If the location of the Lead is near the Coaches, there is a greater possibility for these meetings to take place. There is also the issue of Coaches not responding or requesting these meetings. Leads can extend an invitation, but it is the Coaches' decision as to whether or not they follow through.
- Based on Lead meetings and communications, there is an on-going dialogue among the Leads. One Lead did indicate he or she had worked very closely in collaboration with another Lead and their Coaches on the creation of a collection of resources. Another of the Leads stated he/she was involved in the training of new Coaches, but this was due to their specific district-wide approach to FAME. Of special note is the decision of a Lead to be trained to be a Cognitive Coaching facilitator. One other Leads had already initiated the process and started training.
- Leads understand their roles as defined by consulting, coaching, and collaboration. They do initiate contact/communication with the Coaches. While many of the Coaches take advantage of their expertise, there are a number who do not respond. Leads are often frustrated as they want to assist, but Coaches do not take advantage of the Leads' offers of assistance.

More information on the surveys and interviews with the Leads is provided in Attachment C.

## **D. WRITE JOURNAL ARTICLES AND CASE STUDIES TO DOCUMENT THE WORK OF FAME TEAMS AND TEACHERS**

The MFRD team has found that formative assessment is increasingly in the news. In support of efforts to keep FAME in the news, members of the MFRD team have been involved in sharing information through a variety of means. This includes publishing of research findings, writing general interest articles, and presentations at conferences. In the future, the MFRD team will continue to find ways to share success stories as a means to recognize the good work of those who are involved in FAME, as well as an encouragement for others to follow.

### JOURNAL ARTICLES

The MFRD team developed a couple of journal articles to document the work and the learning of a teacher participating in the development and field test of the *Guide*. The article was submitted to a teacher education journal, revised based on feedback from the journal, and re-submitted. A second article, not intended for journal submission, was an interview (in Q & A format) with a district administrator who

serves as a FAME Coach of a learning team that now is leading multiple learning teams in the school. The focus of this article is what led the administrator to be involved in FAME and spread it among his staff.

#### CASE STUDIES

Once again, an addition to the MFRD team research included the development case studies used to show a more in-depth look at some of the FAME experiences focusing on a particular aspect of the work.

##### Case Study #1 (2015-2016)

This study was a re-visit of a case study from last year as we looked more closely at the growth of FAME in a school district as initiated by a Coach. There are many examples where a Coach assumes Lead-like duties and responsibilities within their own school district. In this case study, the Coach leads a number of teams while also assisting other Coaches in their work with their teams. This year, we took a closer look at this process and included video conversations. Video snippets are being prepped for posting/viewing.

##### Case Study #2 (2015-2016)

The second study was a look at a district that has been able to sustain and expand participation in FAME. FAME was introduced to the district by an administrator with previous experience with the FAME program. Starting the first year with one coach and learning team, FAME has become a district-wide initiative that includes all teachers.

The draft case studies are shown in the full report, Attachment D. As the case studies are finalized, plans are to include them in a **Case Studies Index** to provide easy access to educators. Another idea under consideration is to change them into general interest articles, whether stand-alone articles or submitted to educator journals for publication.

## **E. PERIODIC UPDATE SURVEYS OF FAME COACHES REGARDING WORK WITH THEIR LEARNING TEAMS**

### **BACKGROUND**

Since the Formative Assessment for Michigan Educators (FAME) project began in 2008, over 300 teams or approximately 3,000 Michigan educators have worked on learning teams to learn about and use formative assessment (FA) practices in their classrooms. FAME is designed and implemented by the Michigan Department of Education as part of a comprehensive and balanced assessment system. Initially, the state partnered with Measured Progress to provide the training and materials for the formative assessment training. The project then developed a leadership model in which individuals with formative assessment experience have taken on the role of Lead to provide the training and support for the Learning Team Coaches in the FAME project.

Michigan Assessment Consortium conducted research on the FAME initiative during the 2015-2016 school year. This summary outlines the results from the surveys administered to the coaches regarding their work with the Leads over the course of the 2015-2016 school year. The goal of the survey data was to assist the FAME leadership team, especially the 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 Leads know what the Coaches and Learning Teams were working on, as well as to provide support and resources Coaches needed to improve their FAME work. The survey responses were shared with the Leads, MDE, and the MAC research and development team.

### **SURVEY**

Throughout the 2015-2016 school year, a monthly coach update survey was administered to Coaches for each of the ten Leads. Each monthly (or at times bi-monthly) survey contained four questions focused on the Learning Team meetings, support received from the Leads, and any requests for additional support. The survey was administered to approximately 220 Coaches at six different time points over the course of the 2015-2016 school year. The survey data was separated according to the 10 different Leads who were responsible for supporting the Coaches and then combined in the following summary for all of the Leads.

## **SUMMARY**

The Leads have been responsible for the delivery of the initial professional development in the yearly formative assessment launches for the Coaches. In addition, the Leads collaborate together 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.

This summary provides an overview of the survey data collected over the 2015-2016 school year from the FAME Coaches on their work with the Leads. The analysis provides a summary of the four questions including information on the top twenty most frequently requested types of support requested by the Coaches. The survey inquired about the frequency and focus of Learning Team (LT) meetings, the most useful resources used by the LTs, the support provided by the Leads, and the frequency of their interaction with the Coaches, as well as requests for further support from the Leads.

Overall, there were ten different types of support that the Coaches requested more frequently than any others. In the 2015-2016 school year, the top ten requests for support were in the following categories: Direction and Guidance, Articles and Research, Resources, Videos, FA Tools and Strategies, Information on Feedback, Online Resources, Collecting and Analyzing Data, Time/Scheduling, and Coaching Support. The top ten requests were similar to the top ten requests for support in the 2014-2015 school year: Articles, What to Do in the Meetings, Videos, Time, and a Timeline for the Year, FA Tools and Strategies, Information on Feedback, Resources for LTs, Information on Learning Targets, and Websites.

There were a few adjustments in the coding categories from 2014-2015 to the 2015-2016 data summary to reflect changes in the nature of the responses. In general, there were many more responses this year that focused specifically on requests for Direction and Guidance. In addition, there was a greater emphasis on research and evidence based information in the requests for articles. Another theme that emerged was the request for information regarding collecting and analyzing data. The responses about a need for more Time and Information on Learning Targets were made less frequently in 2015-2016 than 2014-2015. The other types of requests were similar from one year to the next, including Direction and Guidance, Articles and Research, Resources, and Videos, among others. The requests for support are further discussed below.

## **SUMMARY OF MONTHLY COACH SURVEY DATA**

Overall, the monthly Coach survey data indicated that teams varied in the extent to which they met on a monthly basis, the topics they discussed, the resources they used, and the support they received from the Leads. The findings on the general themes were similar in 2015-2016 to the 2014-2015 school year. Similar to last year, on average, approximately 60-70% of the Coaches reported they met during the month they responded to the survey. In addition, there was a range of topics the teams discussed, with Formative Assessment Strategies as the topic most frequently discussed by teams.

Compared to last year, in 2015-2016 Coaches reported they discussed FA strategies and FA Tools as the first two most frequent topics, and Learning Targets was the third most frequent topic. In 2014-2015, Learning Targets was the most frequently discussed topic in the Learning Teams. Teams also reported discussing a wide range of other formative assessment topics in the following order of frequency: planning, use of student evidence, use of feedback, and instructional decisions. The other FA topics were discussed with less frequency. The information on FA topics discussed in Learning Team meetings is depicted in Figure 1 below.



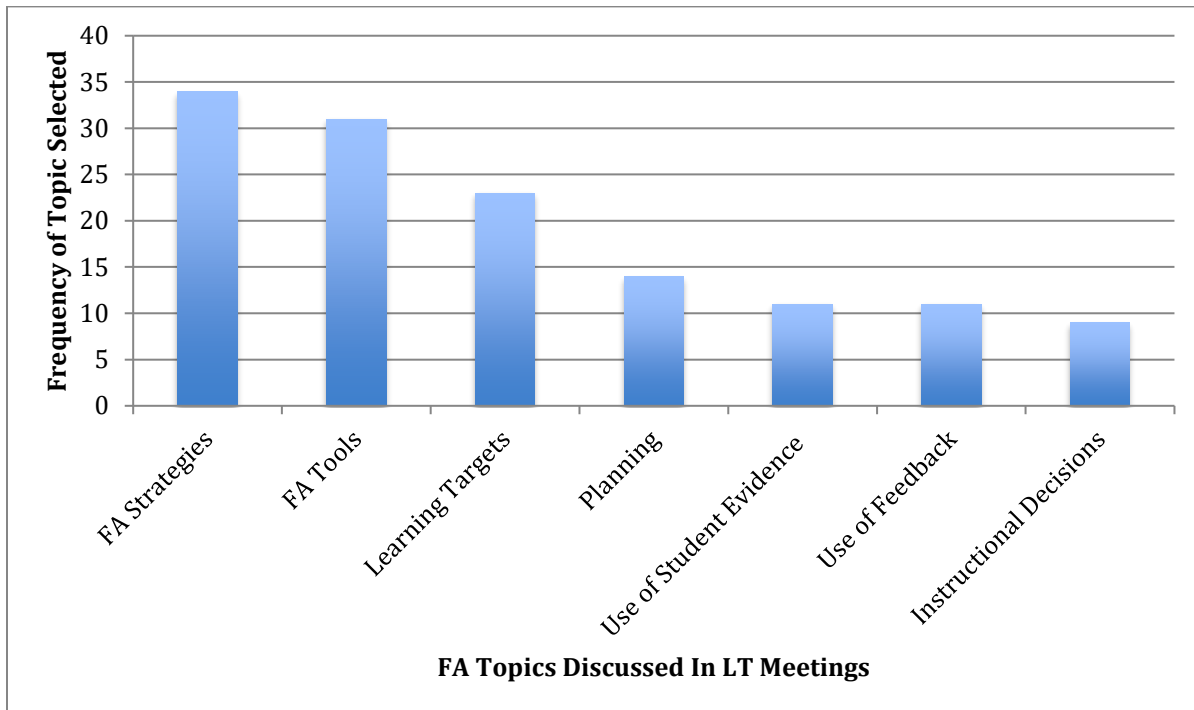


Figure 1: FA topics among the top three most frequently discussed topics in LT meetings

During these Learning Team meetings, the Coaches reported that they primarily relied on resources such as articles and books to guide the Learning Team meetings. Coaches also mentioned using websites and online resources, videos, information the Leads had shared with them, and FAME resources, among other sources of support. Table 1 below lists types of resources frequently mentioned as most useful to Coaches as well as examples that were provided for each type of resource.

Type of Resource	Example
Book	Embedded Formative Assessment- Dylan Wiliam, Formative Assessment Strategies for Every Classroom, Susan Brookhart
Article	How to Grade for Learning- Ken O'Connor and Rick Wormeli
FAME Resource	The Formative Assessment Process Guide, Launch Materials,
Website	ASCD, FAME/Measured Progress (toolboxes), Go Formative
App	Data Collection, Socrative
Journal	Educational Leadership Journal
Collaboration	Conversations with colleagues
Videos	Teacher Channel, The Classroom Experience
Protocols	"4 As" protocol
Self-Reflection and Rubrics	The MAC Reflection Guide, The Teacher Learning Continuum
Lead resources	Dropbox, monthly update emails, list of resources

Table 1: Types of resources frequently mentioned as most useful to coaches

In response to whether the Coach had been in contact with the Lead, again there was a high level of variance ranging from no contact among all the Coaches with a particular Lead for the month, to high levels of contact including meeting in person, talking by telephone, and receiving emails. The frequency of contact varied over the course of the school year as well. Averaging across the year for all of the Leads, 50% of the Coaches responded they had contact with their Lead during a given month. However, the percent of Coaches who had contact with their Lead actually varied from 0% to 100% in a particular month, so the average is less reflective of the frequency of contact than the data for each individual Lead.

Finally, Coaches reported a number of resources or assistance that would support them and their Learning Team in the coming months. The types of support and frequency of requests for support is the focus of this section of the summary. The particular question from the survey asked: *What resources or assistance would be of help to you and your Learning Team in the coming months?* The responses have been tallied and combined to present a list of the most frequently requested types of support. Figure 2 below depicts the top ten types of support most frequently requested by Coaches during the 2015-2016 school year.

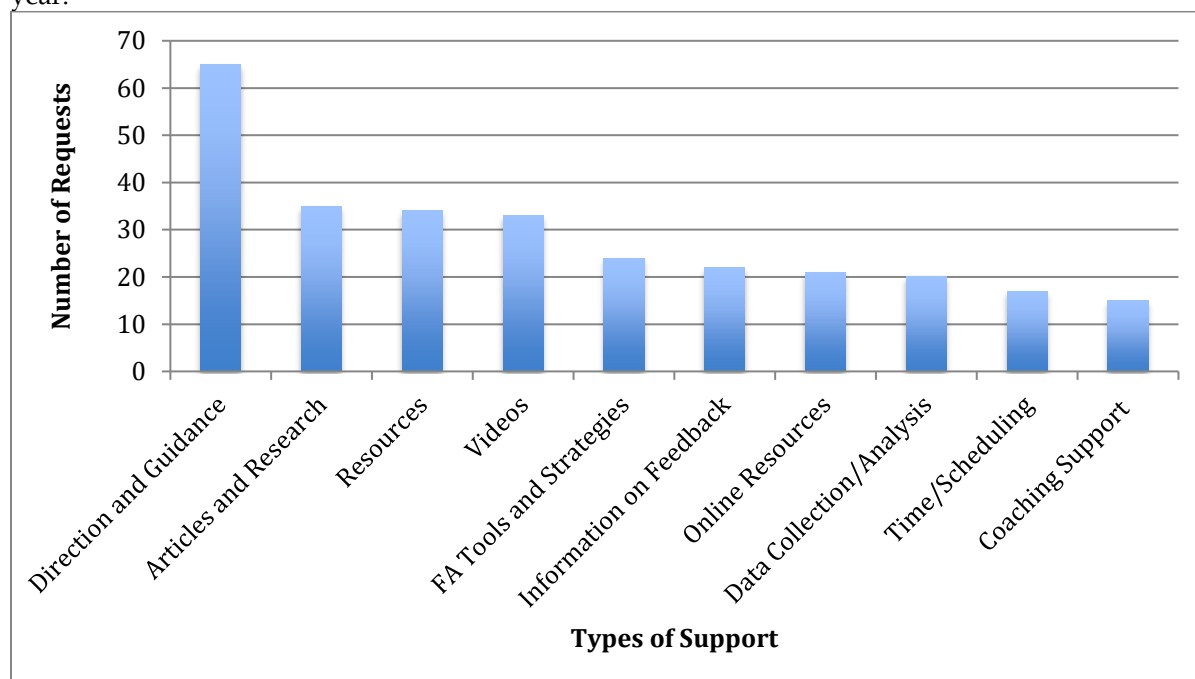


Figure 2. Top ten types of support most frequently requested by coaches, 2015-2016

The Coaches requested Direction and Guidance most frequently, with a total of 65 requests over the course of the school year. These requests included the need for direction on what to do during Learning Team meetings such as agendas with supporting materials, next steps, and protocols as well as the goals and outcomes for Learning Teams. For example, “Better guidance on what to do and how to grow the formative assessment movement. It is so valuable and impactful, but there needs to be more support.” In another response, the Coach highlighted this need, “Direction...I feel like we are sharing formative assessments from the classroom and discussing success but that is as far as we are going. I would like to dig deeper but am not sure.” This category included requests for clarity on the scope and sequence for the year, managing and integrating different aspects of the formative assessment process, and facilitating deeper inquiry about formative assessment. For instance, “I still would like to see a yearly and monthly calendar of meeting topics and sample agendas. Our school teams are struggling with what they should be doing every month.” Another Coach commented, “I would like a process on how to proceed with this. I feel the “go as you would like” is too loose. I do not think this has to be a “canned” and “only way” however, I do think there needs to be more structure/guidance.” Many requests were often about the need for direction and clarity of how to prioritize their formative assessment focus during the year to make their work most efficient and effective as a team.

The second most frequently requested support was for Articles and Research. These requests included articles on new formative assessment topics, research articles, monthly articles for team discussions, and articles that were easy to access and categorized by topic. There was a greater emphasis on current research and evidence based articles this year.

Resources for Learning Teams were the third most requested type of support, with a total of 34 Coach requests. This category included requests for documents, activities, and examples of things that other teams have found useful that would benefit another Learning Team. These requests focused on how to facilitate and plan the meetings, and the need for specific resources and activities that could be used during the meetings.

The fourth most frequently requested type of support was Videos, with 33 Coach requests. This category included requests for support such as a library of user recommended videos, access to the videos from the training, and videos on different formative assessment topics to provide models of FA teaching methods.

The fifth most frequently requested type of support was FA Tools and Strategies. There were 24 Coach requests for this type of resource, focused more specifically on instructional use in the classroom. Many of these comments were accompanied by requests for tools for a specific formative assessment topic, such as vocabulary, feedback, learning targets, or self-assessment.

Specifically, there were 22 Coach requests for some type of resource on providing feedback in the classroom to students (this was similar to last year), the sixth most frequently requested type of support.

The seventh most frequently requested type of support was online resources. There were 21 Coach requests for this type of resource. These requests focused on the use of websites, webinars, apps, access, resource posts on Facebook, and online resource banks.

Information on Data Collection and Analysis was the eighth most requested type of support, with a total of 20 Coach requests. This category included requests for support for gathering and analyzing student evidence, support with the data dialogue process, understanding how data analysis informs instructional decisions, and systems for effectively and efficiently collecting data. This was a theme that emerged more clearly as a need than in the previous year.

The ninth most requested resource was for support with Time and Scheduling, with 17 Coach requests. Coaches mostly requested more time for meeting as a team, support with scheduling, and more time to work together on the formative assessment topics over the school year. Some requests for time referred to needing time to practice, to develop rapport, and to improve as a coach.

Finally, the tenth most frequent request was for Coaching Support. There were 15 Coach requests in this category including requests for meetings with their Lead, specific coaching support, and continued support.

While these were the top ten categories most frequently requested for support, there were several other types of support that the Coaches requested. The second ten types of support most frequently requested by Coaches in 2015-2016 are included in Figure 3 below. Each category is briefly described here in order of frequency to clarify the type of Coach requests: Elementary level resources (and early childhood); Learning Targets (resources and examples to support the use and development, connections to CCSS); Self- and Peer-assessment; Books (new and specific topic and grade level requests, reference list for book study); Sustaining the Work (support for teams that are beyond the first year, resources to deepen and enhance FA practice); Exemplars and Rubrics (resources to support LTs with developing and using exemplars and rubrics); Goal Setting and Ownership (information on how to support students in setting goals, taking ownership of their learning, and awareness of the FA process); Success Criteria (resources to support teams involved in developing success criteria for students); Meeting time with other coaches

(opportunities for coaches to reflect and discuss on their work; High School Resources (materials specific to FA at the high school level and for specific content areas).

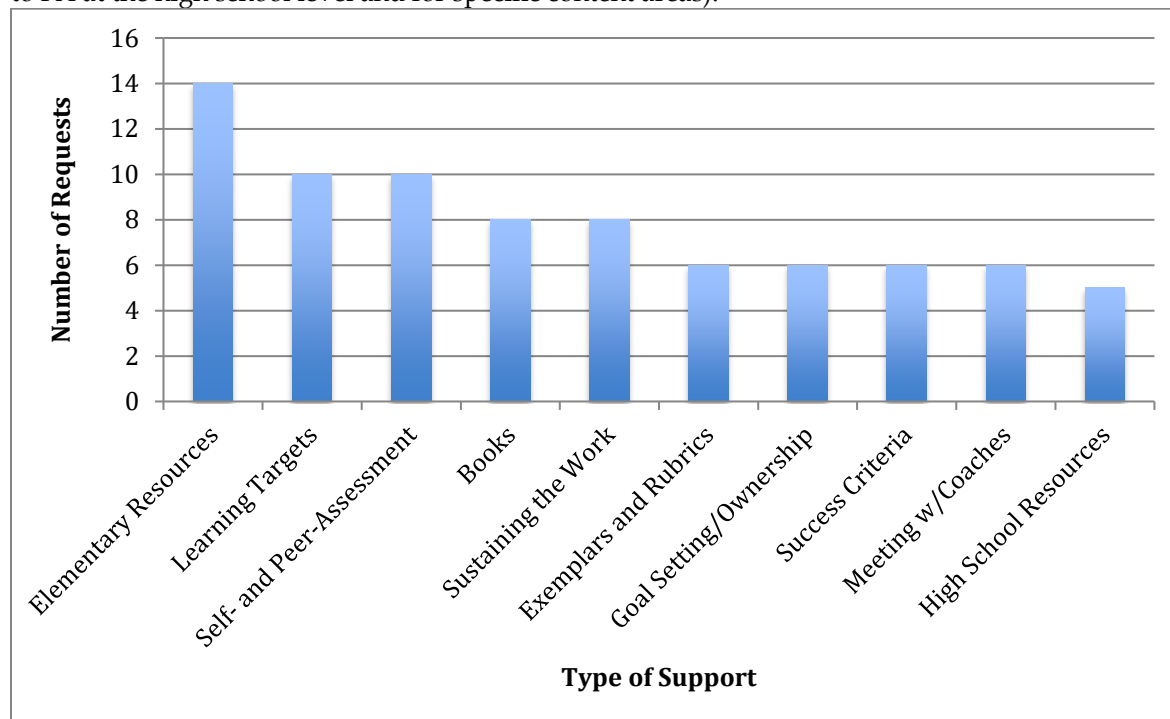


Figure 3: Second ten types of support most frequently requested by coaches, 2015-2016

In addition to the top twenty types of support most frequently requested by the Coaches outlined above, there were also many individual and less frequently requested types of resources and assistance. There were a total of 18 more categories of requested support. These comments included requests such as: support for further PD on FA and coaching; models of effective LTs; administrative support; differentiated instruction; FA examples in different content areas; learning labs; use of questioning; coach resource collection; FAME and 5D model; working with at-risk students and an urban population; FAME and SIP; subscription to *Educational Leadership Journal*; needs assessment of LT for ISD teams; grading information; information to give to prospective team members; Cohort 9 application information; examples of student work; FA informational PowerPoint; and information on team transition to add more members.

Based on these findings, the recommendation is to focus time, energy, and resources on the most frequently requested resources, while also following up on other individual requests. It is evident from the data, that these top areas are important to many coaches across all of the Leads. Coaches associated with a majority of the Leads made the top several most frequently requested types of support. It is evident that across the over 220 Coaches there were several Coaches who demonstrated similar requests for support.

In terms of Coaches asking multiple times for the same resource or support, the survey data is unclear whether there were some Coaches who requested a similar type of support more than once due to the level of analysis. However, there were some requests that referenced the request had been made previously, such as, “Already stated, short quality videos of teachers in action.” There were also some types of requests that appeared to occur for the same Lead over the course of the year. At the same time, there were many requests that were unique, first time requests. In addition, this report did not include the many comments indicating an appreciation for all of the resources they had received, and the gratitude expressed for the support provided by the Leads.

In conclusion, it seems there continues to be a high need for Coaches to receive guidance and direction for what to do in meetings, and how to plan and prioritize the meetings over the course of the school year.

Several Coaches made requests to receive information about best practices of highly effective teams, to have modeling on how to structure the meetings, and guidelines for choosing the focus for the team. While many teams indicated they did not need support, or did not request additional assistance, several Coaches did request further guidance on what to do in a meeting, and how to create a timeline and prioritize the work of the team over the course of the school year. Further support and resources for structuring and developing the Learning Team meetings as well as the scope and sequence for the year would seem to benefit these coaches.

There is also a need from the Coaches for resources in the form of articles, videos, and an online library or websites to support Coaches' work with their Learning Teams. The Coaches also requested improved access to these resources in a way that the topics are categorized and the information is easily accessible. In particular, coaches request more research-based articles and specific information on feedback. Data collection and analysis is a greater need for LTs, and well as continued coaching support.

Overall, the Coaches who participated in the surveys indicate a high level of participation and investment in the FAME program. They also report their appreciation for the active involvement and support they receive from the Leads. Future research can focus on further analysis of Coaches' requests for support, and continued follow-up on the ways in which different resources provided by the Leads have supported the work of Coaches with their FAME Learning Teams.

## **F. ANNUAL SURVEY OF ALL FAME COACHES**

The MAC conducted an end-of-the-year survey in May of 2016 to the FAME coaches. The survey included 32 questions to gather feedback on the FAME coach experiences regarding formative assessment, as well as their work with the Regional Leads. A total of 147 out of 232 coaches responded to the survey, a response rate of 63%. Below is a summary of the questions that pertained to the work between the FAME coaches and the regional leads on the end-of-the-year survey.

Survey questions were developed in several topic areas. These are:

- Formative Assessment Professional Development
- Coach Leadership
- Regional Lead Interaction and Support
- Learning Teams
- Student Achievement

The survey of all Year 1-3 Coaches was administered in the spring. Many of the same questions were used in comparable surveys of Coaches in the 2011-12, 2012-13, and 2013-14 school years. It is important to note that the composition of the groups that were surveyed could have varied significantly from year to year, so much so that year-to-year comparisons are not provided. The results from the survey used in 2015-15 are summarized below; complete survey results are shown in Attachment F.

### **SUMMARY**

This summary provides an overview of the survey data from the FAME Coaches on their work with the Leads during the 2015-2016 school year. The data indicates the top three areas in which Coaches received the greatest support from the Leads were 1) resources, 2) consistent contact and support, and 3) answer questions. The following section provides a summary of the findings.

One of the questions inquired *In what ways did your Regional Lead support your role as a Coach?* A total of 140 Coaches responded to this question. Overall, there were ten different types of support that the coaches indicated they received from the Leads more than any others. The coaches reported that the Leads supported their role as a Coach the most by providing resources. Out of the 140 responses, 59 of them focused on resources provided by the Leads. This included providing and sharing resources, sending documents, providing ideas with links and resources, examples, articles, activities, and FAME strategies. For example, one Coach responded, "I loved the resources she provided. Awesome!" Another

Coach indicated, “My Lead... regularly sends along resources that she’s found and/or has found useful in her FA learning journey that may be beneficial to my team.”

The second most common way in which Coaches indicated that the Leads supported them was through consistent contact and support. A total of 39 out of the 140 responses fell into this category which included support, consistent contact and availability, and when the Leads would ask the coach if any assistance or resources were needed. For example, “My Lead has been great about regularly checking in with me and offering support.”

Answering questions was the third most common way the Coaches responded that the Leads provided support. There were 19 Coach responses about answering questions or being available to answer questions. One Coach responded, “She answers my questions and shared other’s questions and answers to those questions.”

The fourth most common response about support provided was email updates and reminders. There were 15 responses in this category.

Meeting agendas and ideas was the fifth most common area of support, with 11 coach responses. The remaining categories for support provided by the Leads had less than ten Coach responses.

The sixth category was training and meetings (7 Coach responses), which included help with meetings, facilitation, and training. One Coach said, “I enjoyed the informal meetings that she set up during which we could share our challenges and work through solutions.”

The seventh category was facilitate professional growth, (5 Coach responses), which included support such as facilitating professional growth, reflection, and collaboration, problem solving, planning, the role of the Coach, leadership coaching, and practice coaching conversations.

The seventh, eighth, ninth, and tenth categories were in-person conversations (5), prompt email response (5), and inquiring about the team and meetings (4). Figure 1 below includes the Coach responses regarding Lead support.

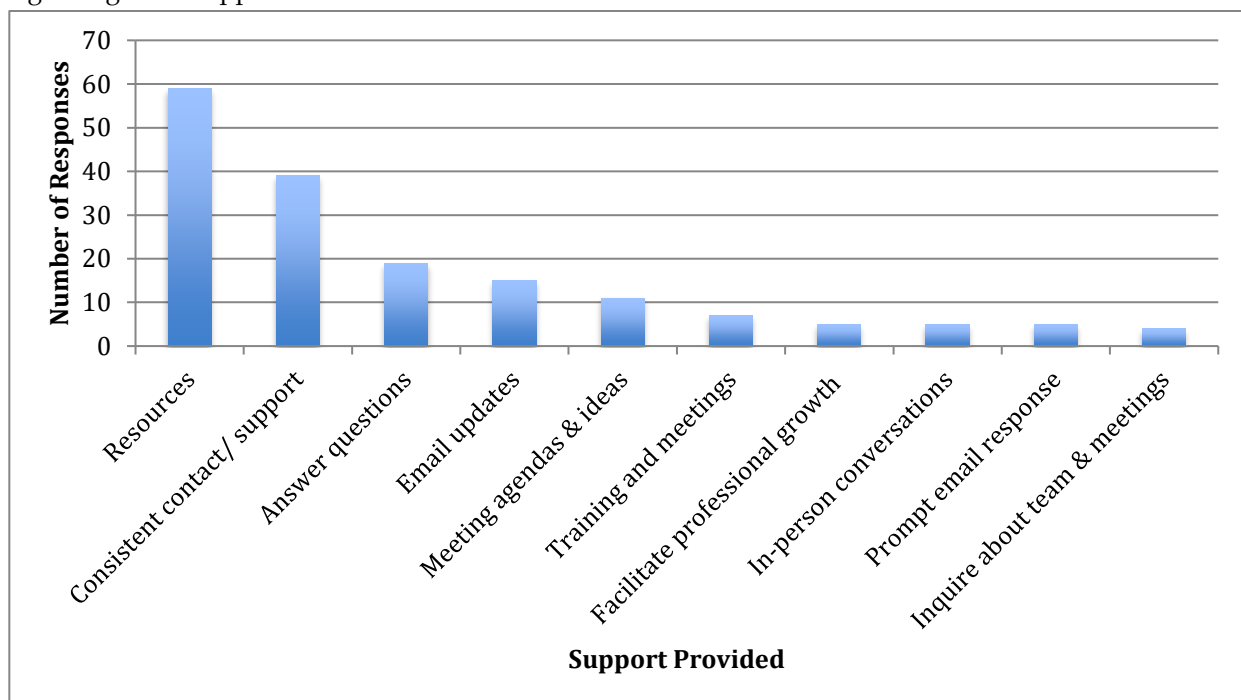


Figure 1: Ways Leads Provided Support for FAME Coaches, (N=140).

There were a few responses in which Coaches indicated they did not use lead support or had limited contact. Out of the 140 responses, 19 Coaches indicated that they did not use Lead support or they did not have contact. There were 4 Coach responses about limited contact, which included information about initial contact that did not continue from the Lead. Two Coaches responded that they asked for resources and did not receive them. This information is displayed in Figure 2 below.

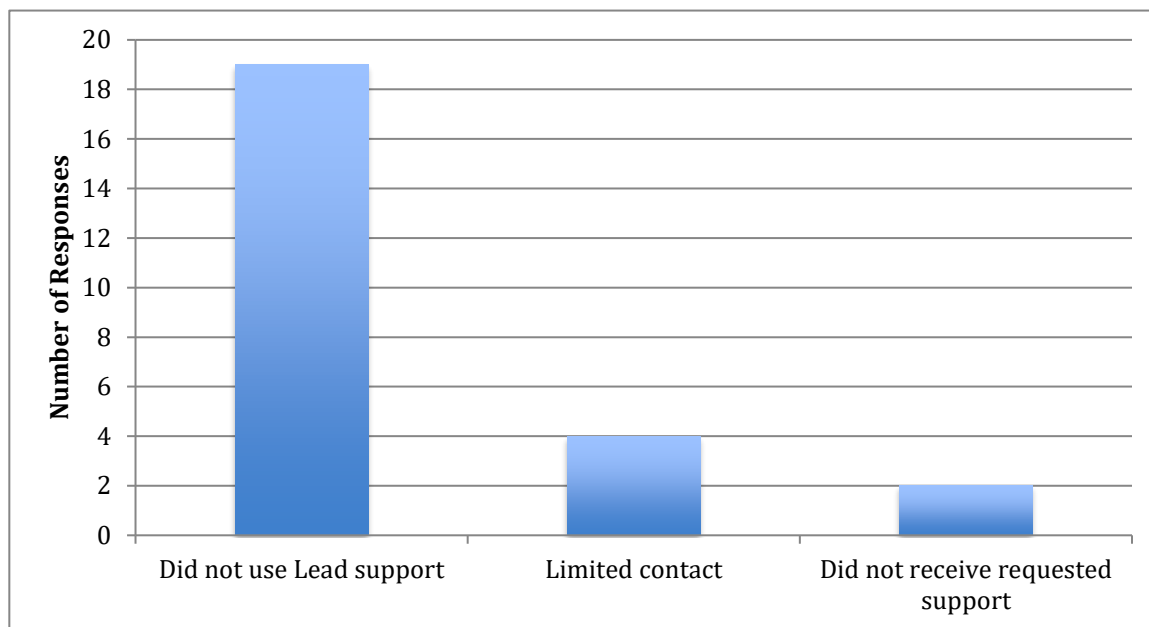


Figure 2: Coach Responses Regarding Regional Lead Support, (N=140).

A second question regarding MDE and Lead support asked, *Is there anything else MDE could provide to support your work with your Learning Team and the formative assessment process?* There were six top responses to this question, which can inform to the future work of the Leads to further support the Coaches. The most frequent request for additional support from MDE was resources. A total of 16 out of the 80 responses to this question focused on resources. This included topics such as resources on the website (and a tour of the website), resources for meetings, specific content resources on feedback and quality questioning, a monthly newsletter, and information on FA research and resources. One Coach responded, “I would like to have more resources on the website for meetings. It would be nice to have short videos to watch of teachers using the formative assessment process in their classroom.”

The second most frequent request for support was for guidance and training. There were 8 responses, which focused on the need for more guidance and direction with their FAME work. For example, one Coach indicated, “I wish I had more direction. I feel because we are the only district in our county, I was left to ‘figure it out.’ I am hoping to do a better job next year.” Another Coach commented, “I would like examples of the path, sequence of events, that successful FAME schools have used.” Other comments included a need for further clarity on their role and guidance on the work of the Learning Team.

Formative assessment video was the third most commonly requested form of support, with 7 of the coach responses. Coaches asked for formative assessment videos to use in the Learning Team meetings and to show as examples to discuss effective aspects of the practice. In addition, 6 Coach requests for support focused on professional development and training requests. These responses included the need for coaching courses and continued PD after the FA Launch. One Coach responded, “Keep offering new courses or review courses to keep me refreshed in coaching.” There was also a request for training to facilitate professional learning specific to FA, “I believe more guidance is necessary for coaches on how to best facilitate the process. Cognitive coaching is excellent training, but a different more formative assessment coaching is necessary. Coaches need support on how to facilitate the growth in others. Small workshops or scheduled meeting time with structure on the process would be helpful.”

The fifth most frequent request was for access to the website and webinar, with 4 Coaches mentioning this aspect of support. There were 3 coaches who responded about Cognitive Coaching and the work of Thinking Collaborative, making it the sixth most frequent request. For example, one Coach responded, “Please continue the learning experiences provided by Thinking Collaborative. This opportunity to grow as a facilitator allows me to continue to build capacity with educators in the best possible way.” The information on coach requests for additional support is displayed in Figure 3 below.

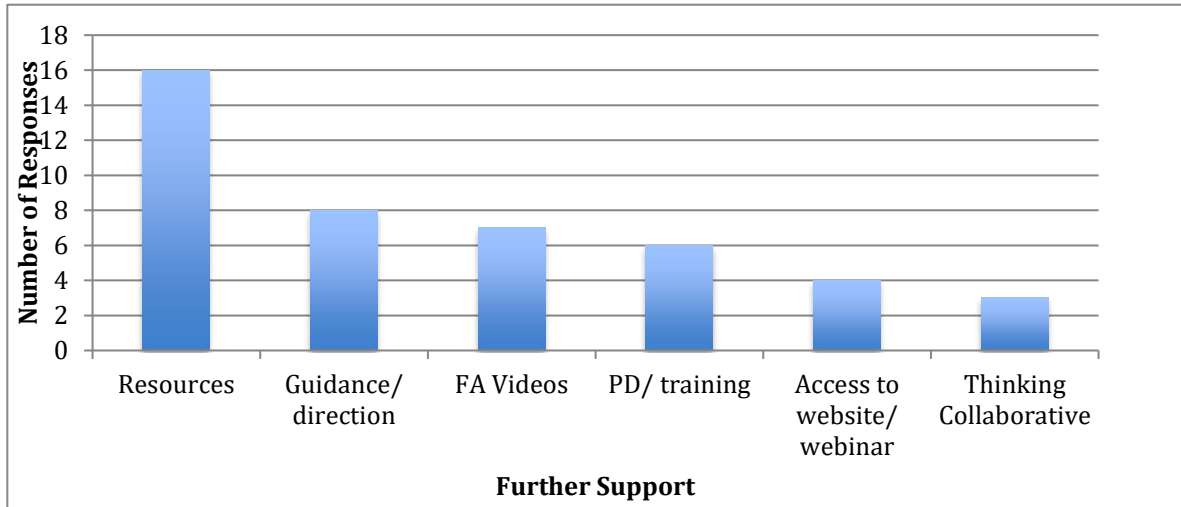


Figure 3: Further Support from MDE Requested by Coaches

In addition to the six most frequently requested categories of support, the following topics were each mentioned only once: administrative support, self-improvement, examples of successful FAME schools, standard-aligned formative high school materials for the high school level, continued work with MAC and Self-Reflection Guide, and use of existent resources. For example, one Coach indicated the need to make better use of the existing resources provided by MDE, “Taking this survey has made me more aware that I need to make better use of the tools MDE already has in place. Possibly, next year as our focus shifts from the Google training to become more formative assessment specific, I will make better use of the current resources in place.”

The Coach responses to this question also included other topics that were not focused on requests for additional support from MDE. The highest number of responses indicated that there were no further requests for support. A total of 32 Coaches responded there was not a need for further support from MDE. Most of the comments were, “No,” or “None.” The next most frequent response that did not pertain to a need for additional support from MDE was a comment of appreciation. For example, “MDE has always been helpful. Thanks so much!” There were 12 responses of appreciation for the support already provided by MDE for the FAME program. Two other comments focused on requests to continue funding the FAME program. One Coach mentioned the need for time, which is not something MDE can provide, “MDE has been incredibly supportive with training and check-ins. More time is needed to facilitate the work and that is not something that MDE can readily provide.” The Coach responses that did not pertain to requests for additional support from MDE are depicted in Figure 4 below.



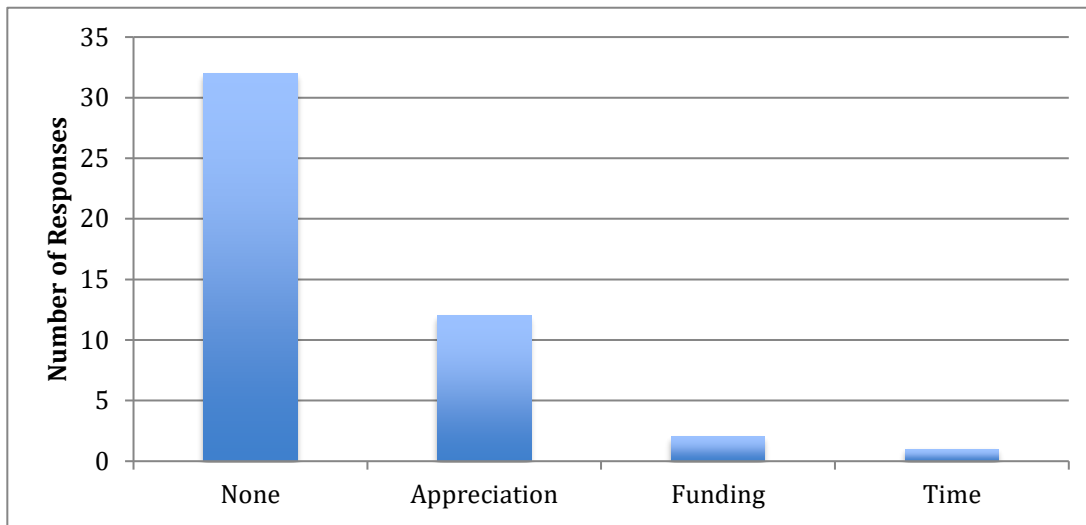


Figure 4: Coach Responses about Topics other than Additional Support from MDE

There were also a few additional comments that were more specific requests and focused more on suggestions for the FAME program, than requests for additional support. For example, one Coach commented, “Look into Dylan Wiliam's Formative Assessment PLC's. It might just be the BEST model to use in our Learning Teams....” Another Coach mentioned, “Keep supporting FAME! I am hearing more and more about formative assessments. I wonder if there could be a very general introduction to formative assessment in a one-day workshop style in RESDs around the state put on by MDE. Kind of a ‘whet your whistle’ approach to help them see the importance. It totally connects with Hattie's research and I think there are districts out there who just don't know.”

One response commented on the potential of the FAME Learning Team to support other district work, “Make recommendations that support using the FAME Learning Team as platform for all district PD, i.e., uses these groups/time to also discuss teacher evaluation process and other district initiatives.” A Coach also recommended a way for the Learning Teams to form, “Process for teams to arise organically between trusted teachers from several districts. This eliminates district politics and competition between members. I think this is the next step.” Another comment focused on being a Coach of other coaches at the district level, “Administrators have talked to me about taking on the role of the coach of the coaches in the district. I would love to learn about any resources that could support this work.” These suggestions provide feedback on further work that the Leads could develop as part of the FAME program.

Specific summaries of the responses to the Coach survey follow.

#### INFORMATION ABOUT THE COACHES WHO RESPONDED

The survey asked Coaches about themselves and their professional experience as educators and as Coaches. This section presents those results.

The first question on the survey asked respondents about what year Learning Team that they coached during the 2015-16 school year. Table F-1 reports these results.

**Table F-1**  
**Year of the FAME Learning Team Coached**  
Percentages

Year	Responses
First Year	47.6
Second Year	22.5
Third Year	8.8
Fourth Year	6.1
Unsure	2.0

These results show that the sample of Coaches that chose to respond tended to be coaching new Learning Teams that had not previously participated in the FAME program.

Coaches were asked about their current position or role in the district. Their responses are summarized in Table F-3. Respondents could check multiple responses.

**Table F-3**  
**Current Position or Role in the District**  
Percentages

<b>Current Position</b>	<b>Percentage</b>
Teacher	66.7
Principal/Assistant Principal	10.0
Department Chair/Instructional Leader	11.4
ISD Administrator	1.4
District Administrator	5.7
Retiree	0.7
Other	22.9

Almost two-thirds of the respondents indicated that their current position is as a teacher. About 30% are an administrator at the school, district, or ISD levels.

#### **INFORMATION ABOUT THE LEARNING TEAMS COACHED**

Coaches were asked about how familiar they were with the members of the Learning Team prior to the start of coaching them this school year. These results are shown in Table F-6.

**Table F-6**  
**Coach Familiarity with the Learning Team**  
Percentages

<b>Level of Familiarity</b>	<b>Percentages</b>
Very well – work with them regularly	42.9
Well – I worked with them in the past	38.6
Somewhat – I only knew some of them	15.7
Not very well – I had not met them before we met for the first time	2.9

These results show that Coaches were quite familiar with their Learning Team members before the start of the school year, not surprising since these were experienced Coaches with experienced Learning Team members, and Coaches may have picked the members of the Learning Team.

#### **COACHING SKILLS AND FORMATIVE ASSESSMENT STRATEGIES**

Coaches were asked which training programs that they had completed during their tenure as a FAME Coach. Coaches could check multiple responses. These results are shown in Table F-7.

**Table F-7**  
**Coach Training Program Completed**  
Percentages

<b>Training Program</b>	<b>Percentage</b>
Cognitive Coaching© Days 1–4 (Part 1)	89.8
Cognitive Coaching© Days 5–8 (Part 2)	46.3
Calibrating Conversations	14.3
Adaptive Schools Foundation Training	34.9
Facilitating Your FAME Learning Team (Online)	11.6
Muskegon Coaches Training (Muskegon ISD Only)	12.2
None	3.4

Not surprisingly, Coaches had availed themselves of many of the training offered at no cost to them during their tenure as a Coach.

Coaches were asked an open-response question (number 8 on the survey) about ways in which they have used the coach training. These responses are listed in the complete survey results, found in Attachment A.

Coaches were asked about how confident that they felt about their facilitation skills in a number of areas. The results are shown in Table F-8

**Table F-8**  
**Coach Confidence in Facilitation Skills**

Facilitation Skill	Percentages			
	Very Unconfident	Unconfident	Confident	Very Confident
Planning Conversation	25.0	0.0	75.0	0.0
Reflecting Conversation	25.0	0.0	75.0	0.0
Problem Resolving Conversation	25.0	0.0	75.0	0.0
Setting an Agenda	2.1	3.5	46.9	47.6
Use of Protocols	2.1	11.19	63.6	23.1
Use of Questioning Strategies	2.8	16.2	64.8	16.2
Know of Available Resources	4.2	16.1	67.1	12.6
Facilitating Conversations	2.1	10.6	68.2	21.1
Providing Feedback	2.9	19.3	60.0	17.9
Planning	2.1	6.3	60.8	30.8
Problem Solving	2.1	12.6	60.1	25.2
Time for LT Reflection	3.5	17.4	61.5	17.5

Coaches expressed considerable confidence in their facilitation skills. A small percentage of Coaches are not confident or felt very unconfident.

The next question asked Coaches about their actual use of the key formative assessment strategies. These responses are shown in Table F-10.

**Table F-10**  
**Coach Use of Key Formative Assessment Strategies**

FA Strategy	Percentages					
	Never	Monthly	1-2 Times/ Week	3-4 Times/ Week	Daily	N.A.
Goal setting with students	6.4	30.7	17.1	5.0	14.3	26.4
Using Learning Targets	0.7	3.6	4.3	5.7	61.4	24.3
Activating Student Prior Knowledge	0.7	2.2	13.0	19.4	40.3	24.5
Providing Descriptive Feedback	1.4	11.43	27.1	14.3	25.7	20.0
Facilitating Student Peer Assessment	10.8	22.3	30.2	7.2	2.2	27.3
Helping Students Self-Assess	4.3	18.0	28.1	18.7	7.9	23.0
Formative questioning	2.2	3.6	14.4	14.4	42.5	23.0
Assessing for transfer	13.3	12.6	26.7	11.9	5.9	29.6

Coaches indicated that they used goal setting only periodically (e.g., monthly), but used learning targets and activated student prior knowledge frequently, but provided descriptive feedback, facilitated student peer assessment, and helped students to self-assess less frequently. These results related very well to their judgments of knowledge shown in Table F-9.

Coaches were also asked about the usefulness of a variety of resources that they were provided. Their responses are shown in Table F-11.

**Table F-11**  
**Usefulness of FAME Resources**  
Percentages

<b>Resource</b>	<b>Not Helpful</b>	<b>Somewhat Helpful</b>	<b>Very Helpful</b>	<b>Did Not Use</b>
FA Learning Guide	2.1	37.1	47.1	13.6
FAME Resource Website	2.1	44.3	43.6	10.0
One-Day Launch Into Learning	5.7	37.9	35.0	21.4
Cognitive Coaching© Training	0.7	13.0	80.6	5.8
Adaptive Schools Training	0.0	9.1	31.1	59.9
Facilitating Your FAME Team (Online)	1.5	15.2	12.1	71.2

This chart shows that some of the resources provided in the FAME program were considered to be somewhat useful, two very useful (Cognitive Coaching© training and Adaptive Schools© training), and a couple were not used by many participants (especially the online module on facilitating a FAME team). Coaches were also asked about what other resource materials they had used and their responses are shown in the complete survey results for question 18, found in Attachment A.

Coaches were asked which three formative assessment features that they spent the most time discussing with their Learning Teams. These results are shown in Table F-13.

**Table F-13**  
**Three Formative Assessment Features**  
**Discussed by the Learning Teams**  
Percentages

<b>FA Features Discussed</b>	<b>Percentages</b>
Planning for the Use of Formative Assessment	39.3
Using Learning Targets with Students	57.9
Gathering Multiple Sources of Student Evidence	15.0
Helping Students to Use Self-Assessment	25.7
Helping Students to Use Peer Assessment	7.9
Asking Students to Use Feedback to Further Learning	10.7
Student Goal Setting	17.9
Activating Prior Knowledge	9.3
Providing Descriptive Feedback to Students	22.9
Using FA Tools (e.g., question out the door)	57.9
Using Student Evidence for Student & Teacher Analyses	15.7
Making Instructional Decisions Based on FA Evidence	34.3
None of the Above	1.4

Learning teams spoke about a number of topics; only the use of formative assessment tools was discussed by a majority of the Coaches' Learning Team.

## **LEADS**

Coaches were asked a couple of questions about their interactions and use of the Leads. Although not a required part of the FAME program, Coach use and interactions with the Leads was strongly encouraged. Coaches were first asked if they knew who is their Regional Lead. Over 90% of the Coaches who responded said that they did.

Coaches were then asked about how often they had contacted their Lead. These responses are shown in Table F-15.

**Table F-15**  
**Frequency of Coach-Regional Lead Contact**  
Percentages

Frequency of Contact	Percentage
Once	12.1
Two to Three Times	21.4
Four to Five Times	22.9
Six or More Times	27.1
Never	16.4

This table shows that while almost half of the Coaches were in contact with their Leads four or more times during the 2015-16 school year, about a quarter of the Coaches were in contact once or never.

Coaches were also asked an open-response question about the ways in which the Leads have supported them. The written responses from the Coaches are shown for question 15 in the complete survey results, found in complete report, Attachment F.

### G. ANNUAL SURVEY OF ALL FAME LEARNING TEAM MEMBERS

A survey of all Year 1-3 Learning Team members was also administered in the spring. As with the Coaches, many of the same questions were used in comparable surveys of Learning Team members from past years (i.e., 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16 school years). Survey questions were developed in several topic areas.

#### SURVEY RESULTS

The first area that respondents were asked was what is their current professional position. These results are shown in Table G-1.

**Table G-1**  
**Learning Team Member Current Position**  
Percentages

Current Position	Percentage
Teacher	92.6
Principal/Assistant Principal	3.0
Department Chair/Instructional Leader	4.4
ISD Administrator	0.0
District Administrator	1.0
Retiree	0.0
Other	3.5

As can be seen, the vast majority of the Learning Team members are classroom teachers; this figure is 30% higher for Learning Team members than Coaches.

**Table G-8**  
**Learning Team Member Knowledge**  
**of Key Formative Assessment Strategies - Start of Year**  
Percentages

FA Strategy	Not At All	Unsure	Somewhat	Very
Goal setting with students	2.7	9.1	68.5	19.8
Using Learning Targets	1.6	32.1	51.5	33.7
Activating Student Prior Knowledge	0.5	1.9	41.0	56.6
Providing Descriptive Feedback	2.2	9.5	65.3	23.0
Facilitating Student Peer Assessment	4.0	28.4	63.0	4.6
Helping Students Self-Assess	1.6	18.2	70.2	9.9
Formative Questioning	3.8	23.2	62.2	10.7
Assessing for Transfer	18.1	41.4	37.6	3.0

These results show that prior to the start of the school year, Learning Team members reported considerably less knowledge about formative assessment strategies than the Coaches who responded to their survey. Learning Team members still reported being somewhat knowledgeable about all formative assessment strategies.

**Table G-9**  
**Learning Team Member Knowledge**  
**of Key Formative Assessment Strategies – End of Year**  
 Percentages

<b>FA Strategy</b>	<b>Not At All</b>	<b>Unsure</b>	<b>Somewhat</b>	<b>Very</b>
Goal setting with students	1.1	1.3	55.0	42.6
Using Learning Targets	0.8	0.5	22.3	76.3
Activating Student Prior Knowledge	0.5	0.8	34.1	64.6
Providing Descriptive Feedback	1.1	3.0	51.5	44.5
Facilitating Student Peer Assessment	3.5	9.1	64.3	23.1
Helping Students Self-Assess	1.4	4.9	56.0	37.8
Formative Questioning	2.4	3.2	45.0	49.3
Assessing for Transfer	20.2	15.1	52.6	12.1

These results show that Learning Team members reported that they were now more knowledgeable about all formative assessment strategies after participating in a Learning Team for the school year.

Learning Team members were asked about their *use* of formative assessment strategies prior to the start of the school year, as well as by the conclusion of the school year. These results are reported in Tables G-10 and G-11.

**Table G-10**  
**Learning Team Member Use of Key Formative Assessment Strategies**  
**Prior to Start of School Year**  
 Percentages

<b>FA Strategy</b>	<b>Never</b>	<b>Monthly</b>	<b>1-2 Times/ Week</b>	<b>3-4 Times/ Week</b>	<b>Daily</b>	<b>N.A.</b>
Goal setting with students	21.2	48.3	12.1	4.3	9.9	4.3
Using Learning Targets	15.6	11.9	15.1	10.0	44.2	3.2
Activating Student Prior Knowledge	1.4	5.1	26.4	21.6	42.6	3.0
Providing Descriptive Feedback	8.0	22.3	38.9	14.2	13.4	3.2
Facilitating Student Peer Assessment	29.8	39.4	18.0	5.4	1.9	5.6
Helping Students Self-Assess	19.0	39.1	26.0	6.7	5.4	3.8
Formative Questioning	14.5	19.6	24.9	16.9	20.1	4.0
Assessing for Transfer	40.7	20.2	18.3	6.5	3.2	11.1

Learning Team members reported considerably less use of formative assessment strategies than Coaches prior to the start of the school year (see Table F-10).

**Table G-11**  
**Learning Team Member Use of Key Formative Assessment Strategies**  
**End of School Year**  
 Percentages

<b>FA Strategy</b>	<b>Never</b>	<b>Monthly</b>	<b>1-2 Times/ Week</b>	<b>3-4 Times/ Week</b>	<b>Daily</b>	<b>N.A.</b>
Goal setting with students	5.4	31.3	23.8	16.8	17.7	5.1
Using Learning Targets	1.3	3.8	9.4	9.9	70.5	5.1
Activating Student Prior Knowledge	0.5	2.7	14.2	20.9	56.6	5.1

Providing Descriptive Feedback	1.9	13.8	28.8	26.7	24.0	4.9
Facilitating Student Peer Assessment	9.4	27.4	31.9	18.0	7.2	6.2
Helping Students Self-Assess	4.0	16.6	35.7	19.3	19.6	4.8
Formative Questioning	3.8	7.5	20.7	20.7	41.1	6.2
Assessing for Transfer	18.8	18.3	23.5	16.2	8.6	14.8

Learning Team members reported substantial increase in the frequency of use of formative assessment strategies by the end of the school year. This can be seen at both end of the scale. Substantially fewer Learning Team members reported using formative assessment strategies monthly or less, while many more reported using these strategies every day or several times per week.

Learning Team members were asked about what aspects of their Learning Team that they felt was most beneficial to them. Respondents could check more than one response. These results are shown in Table G-13.

**Table G-13**  
**Most Beneficial Aspects of the Learning Team**  
Percentages

<b>Aspect of Learning Team</b>	<b>Percentages</b>
Planning to use formative assessment in the classroom	64.3
Reflecting on using formative assessment in the classroom	68.4
Problem solving about formative assessment in the classroom	49.1
Sharing your ideas about formative assessment	76.0
Learning about formative assessment tools and strategies	66.5
Developing or finding new formative assessment resources	56.1
I have not seen a benefit from the learning team meetings	3.8
Other	5.5

Most learning team members reported beneficial aspects from their participation in a learning team during 2015-16 school year.

Finally, Learning Team members were asked what supports they need to be more effective in using formative assessment in their classrooms. Respondents could check more than one response. These results are shown in Table G-14.

**Table G-14**  
**Types of Training and Support Needed to More Effectively Use Formative Assessment in the Classroom**  
Percentages

<b>Types of Training/Support Needed</b>	<b>Percentage</b>
More knowledge about formative assessment	34.3
More Learning Team training	26.2
Additional Learning Team meetings	26.5
Individual coaching and modeling of techniques	23.8
Classroom observation protocols for formative assessment	29.8
Classroom practice	62.2
Resources and materials on formative assessment	47.0
Building/district commitment to the initiative	24.6
None	6.4
Other	8.3

Among the types of training or support that teachers were asked about, the most popular was classroom support, as well as added resources and materials on formative assessment. Still, there was not overwhelming support for any particular type of training or support.

## **H. INITIAL WORK ON THE *STUDENT SELF- AND PEER-ASSESSMENT GUIDE***

For the Student Self- and Peer-Assessment Guide, the MFRD team has developed an initial outline and a beginning draft. This draft included a definition of self- and peer-assessment as well as relevant research on the topic. We describe the teacher's instructional practices relevant to self- and peer-assessment. We also discuss the student's role in the learning process as well as relevant tools and strategies.

In addition, we have created an accompanying initial draft practitioner guide that provides practical information for how a teacher would get started with self- and peer-assessment in the classroom. The development of these resources provided direction for our work with the Formative Assessment Learning Guide. The MFRD team will continue work on the *Student Self- and Peer-Assessment Guide* in the coming year.