

# REPORT OF THE MAC FAME R&D TEAM ACTIVITIES FOR THE 2018-19 FAME PROGRAM

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## Introduction

During the 2019-20 school year, the Michigan Assessment Consortium's (MAC) Formative Assessment for Michigan Educators (FAME) Research & Development (R&D) team completed a number of activities to support the FAME formative assessment learning program, and ended the school year with other activities moving towards completion. All of these are in support of the FAME program on behalf of the Michigan Department of Education (MDE). The MAC R&D team developed several key resources for FAME participants and gathered information from them on several topics such as the use of the FAME resources and supports for FAME program participation. The overall goal of these activities continues to be to provide information and resources to FAME leadership team (MDE and the Leads) to assist them to better understand what FAME participants need in order to enhance their learning, how the FAME resources are used, and what new resources might be useful to create in order to improve the FAME program for the future.

This report is divided into two sections – a summary of the research activities planned and carried out by the MAC FAME R&D team, followed by a section with more in-depth reports on several key FAME activities carried out by the MAC FAME R&D team. In addition, there are several attachments to this report.

## Part 1 – Summary of MAC FAME R&D Team Activities

### I. MAC FAME R&D Research Activities

Not only is the MDE providing extensive resources related to the use of formative assessment practices, the Department also sought to understand how to improve educator understanding and practice via the research and evaluation studies it sponsors through the MAC. The MAC R&D team carried out a variety of activities in support of the FAME program. This research work keeps Michigan at the forefront of research-based professional learning in formative assessment nationally.

#### A. Continue to investigate ways building or district administrators support or facilitate participation in FAME.

Question(s) for Investigation – The MAC R&D team sought responses to these questions: What supports do administrators provide to FAME Coaches to support their work with their Learning Teams? What would help them favor FAME participation?

Investigation Strategies – Denny Chandler interviewed several administrators about their commitment to the FAME program and their participation in it.

Product – Denny Chandler produced four case studies of the work of several administrators at these sites: Bloomfield Hills, Huron Valley, Springport, and Traverse City. These case studies are available to FAME Coaches on the secure FAME website.

#### B. Develop criteria for identifying/certifying users of high-quality formative assessment practices at the classroom level for selecting MI classroom hotspots.

Question(s) for Investigation – The MAC R & D team sought to identify criteria for exemplary classroom formative assessment practice in order to identify exemplary teachers who could serve as observation sites for other educators.

Investigation Strategies – There were three parts to this work anticipated: 1) Identify the criteria for determining that a teacher is an exemplary user of the formative assessment process; 2) describe the selection processes to be used to review, observe, and select potential teachers; and, 3) develop

procedures for and information about how other educators might observe these teachers in their classrooms.

Product – The R&D Team drafted criteria for Lead review, using the “Principles” document. These were discussed these with the MDE FAME program manager. Upon review and discussion with the, work on this priority was halted due to uncertainty about impacts of using a formal process to identify exemplary teachers on teachers who might be judged as ‘not yet exemplary.’ It is uncertain that this work will resume.

**C. Develop criteria for identifying/certifying high quality support of learning about and use of FA practices at the school/district levels for selecting MI school hotspots.**

Question(s) for Investigation – The MAC R & D team also sought to identify criteria for exemplary administrator support for formative assessment practice in schools/districts in order to identify exemplary administrators whose schools or districts could serve as observation sites for other educators.

Investigation Strategies – Similar to its anticipated work on the exemplary teacher criteria (see I-B), there were three parts to this work anticipated: 1) Identify criteria for determining that a district or school administrator provided exemplary support to teachers who are user of the formative assessment process; 2) describe the selection processes to be used to review, observe, and select potential administrators; and, 3) develop procedures and information for how other educators might interview these administrators and visit their school sites.

Study Results – Before the MAC R&D team began work to identify exemplary administrators, suspension of work on the criteria for identifying teachers who are high quality users of the formative assessment process led to the suspension of work on this research topic as well. It is uncertain that this work will resume.

**D. Continue to observe and evaluate the work of a virtual FAME Learning Team.**

Members of a virtual FAME team have been observed during online learning team meetings for two years. The R&D team continued to download, code, and analyze recordings of the Michigan Great Lakes Virtual Academy (MGLVA) learning team’s meetings.

Question(s) for Investigation – The MAC R&D team selected a statewide online virtual school (MGLVA) for observation two years ago. Observation occurs via video recordings of their FAME Learning Team meetings. John Lane and Denny Chandler observed and evaluated the MGLVA team’s work in learning about and using the formative assessment process. The key questions for which data is sought through observation of learning teams are how the FAME Learning Guide is used to promote teacher understanding of the formative assessment process, and after the first year in the FAME program, do teachers begin to engage in reflecting on their own use of the formative assessment process and seek to improve their use on one or more FAME formative assessment dimensions.

Investigation Strategies – The MAC R&D team again observed the work of a Michigan Great Lakes Virtual Academy (MGLVA) virtual FAME Learning Team. Since the Learning Team meets virtually, and was willing to share FAME Learning Team meeting recordings, it is easy for the R&D team to observe and evaluate the meetings asynchronously. John Lane first applied discourse analysis to the dialogue and then he and Denny Chandler coded the interactions of Learning Team members using learning team coding rubrics created when the R&D research work was conducted at MSU.

Study Results – The R&D Team produced a summary of its analyses of the work of the MGLVA over the past two school years. This summary is shown in Appendix 1.

#### **E. Observe and evaluate the work of an in-person FAME Learning Team.**

Several years ago, the MSU R&D team observed and video recorded the work of FAME Learning Teams who were conducting in-person meetings. This school year, the MAC R&D team sought to resume the observation and coding of in-person FAME Learning Team meetings.

Question(s) for Investigation – As noted for study I-D, the key questions for which data is sought through observation of learning teams are how is the *FAME Learning Guide* used to promote teacher understanding of the formative assessment process, and after the first year in the FAME program, do teachers begin to engage in reflecting on their own use of the formative assessment process and seek to improve their use on one or more FAME formative assessment dimensions.

Investigation Strategies – The MAC R&D team (John Lane) selected two Learning Teams from Bloomfield Hills for observation. One of these was a typical learning team comprised of classroom teachers and the other was a unique FAME Learning Team comprised of administrators. Unfortunately, when the COVID-19 pandemic led to the suspension of in-school instruction, both Learning Teams ceased their work, the teacher group after one meeting, and the administrator group after three meetings.

Study Results – The Bloomfield Hills schools closed before the video recording of the single teacher meeting could be obtained. The three administrator FAME Learning Team meeting recordings were obtained by the R&D team, were transcribed, and the coding of them is under consideration. However, the interactions among administrators proved challenging to code, since the rubrics used to code teachers' interactions on a FAME Learning Teams do not seem to be applicable to a Learning Team comprised of administrators.

#### **F. Document the value of learning formative assessment practices.**

Question(s) for Investigation – One key question that is often asked is whether there is evidence that formative assessment practices, when implemented well by a teacher and his or her students, assists the students to learn more and be more positively inclined to the hard work of learning. While the MAC FAME R&D team did not collect such information, there is ample effectiveness data to be found in the research literature on formative assessment.

Investigation Strategies – Last year, the R&D Team assembled evidence that formative assessment practices do indeed positively impact student learning and produced a *Focus on FAME* resource titled: *What are the benefits of using the formative assessment process?* (<https://famemichigan.org/wp-content/uploads/2019/07/FoF-6-Benefits-of-formative-assessment.pdf>)

Study Results – This year, the emphasis was placed on developing case studies, as described in I-A above.

#### **G. Conduct periodic update surveys of FAME Coaches.**

Tara Kintz of the MAC R&D team continues to administer periodic surveys of Coaches several times during the school year in order to obtain information on their activities in ways that provides information for the Leads as well as to indicate the types of needs and requests for resources Coaches have. The goal is to provide ongoing support to the Coaches from the FAME Leads. A report that summarizes the findings from the periodic surveys of Coaches is provided Appendix 2.

#### **H. Conduct annual survey of FAME Coaches.**

Tara Kintz and the MAC R&D team once again carried out its annual survey of all first year and returning FAME Coaches, using some of the same questions as used in the past, as well as new ones

added to capture changes in the FAME experiences of Coaches. Summaries of survey results for all 24 questions included in the survey, as well as excerpts of responses to open-response questions, is shown in Appendix 3.

The complete survey used is shown in Attachment A1, and the full PDF of survey results is shown in Attachment A2.

#### **I. Conduct annual survey of FAME Learning Teams members.**

Because many FAME Learning Teams were unable to meet in person after the outbreak of the COVID-19 virus, the MDE FAME program manager suspended the annual FAME Learning Team survey this school year. Thus, no data was collected from FAME Learning Team members.

#### **II. MAC FAME R&D Resource Development Activities**

During 2019-20 school year, the MAC R&D team planned several new publications, continued work on several others, and finished production of several new ones for use in the FAME program:

##### **A. Complete work on the *Going Deeper in Student Self-Assessment*, the resource intended to provide definition and support for student self-assessment activities in support of teachers who wish to employ these formative assessment processes with their students.**

Our goal in 2019-20 was to complete the development of this *Guide*. Tara Kintz produced several iterations of this document, followed by the development of a “final draft” version of the resource, which was sent to the MDE FAME program manager. At her advice, the MAC R&D team sought Lead, Coach, and Learning Team reviews in order to assure that the text was perceived to be accessible and useful for potential future users of the resource. The document has now been finalized and is slated for production during the 2020-21 project year. Then it will be made available to returning Learning Teams.

##### **B. Complete work on the *Going Deeper in Student Peer-Assessment*, the resource intended to provide definition and support for student peer assessment activities in support of teachers who wish to employ these formative assessment processes with their students.**

Our goal in 2019-20 was to also complete the development of this *Guide*. Tara Kintz produced several iterations of this document, followed by the development of a “final draft” version of the resource, which was sent to the MDE FAME program manager. The MAC R&D team sought Lead, Coach, and Learning Team reviews in order to assure that the text was perceived to be accessible and useful for potential future users of the resource. The document has now been finalized and is slated for production during the 2020-21 project year. Then it will also be made available to returning Learning Teams.

##### **C. Complete work on *Going Deeper in Providing Descriptive Feedback to Students*, the resource for helping teachers to provide useful descriptive feedback to students.**

Our goal in 2019-20 was to also complete the development of this *Guide*. John Lane produced several iterations of this document, followed by the development of a “final draft” version of the resource, which was sent to the MDE FAME program manager. At her advice, the MAC R&D team sought Lead, Coach, and Learning Team reviews in order to assure that the text was perceived to be accessible and useful for potential future users of the resource. The document has now been finalized and is slated for production during the 2020-21 project year. Then it will also be made available to returning Learning Teams.

##### **D. Begin the development of a *Going Deeper in Planning in the Use of the Formative Assessment Process*, a process integral to the successful use of the process by teachers.**

As work on other “going deeper” documents come to a conclusion, work on another document in the series is just beginning. Tara Kintz is starting to think about this resource. This will include the enhanced planning template she and Ed Roeber created for the formative assessment disciplinary guides (see II-E). This template serves both to suggest the steps in planning within the formative assessment process as well as serve to record the decisions a teacher may make in lesson planning. It is anticipated that this guide will not be ready until the end of 2021.

**E. Begin the development of a *Going Deeper in Student Agency*, to focus Coach and Learning Team member on the importance in engaging students more deeply in the formative assessment process.**

The R&D team wants to think about student agency, and perhaps create another resource such as a *Going Deeper* guide (see II-E above). A resource such as this might be useful to increase teacher knowledge about this important aspect of FA. This is an area that the R&D team needs to do more thinking, since it is an area of considerable need in FAME. As work on other “going deeper” documents come to a conclusion, work on this document in the series is just beginning.

This includes speaking with students in their classrooms about agency of their students (and interview students, too). Do teachers know about student agency (beyond Jill Willis)? What might the students need. John interviewed five groups of students in Mary Helen Diegel’s classes, using a student interview protocol. A range of students were interviewed. Each interview lasted about 30 minutes. Many are “doing the game of school.” Not sure how deeply students are engaged in the formative assessment process. Students are pulled between learning content deeply versus doing well in school (prioritizing their work time to get high grades). John Lane transcribed the interviews and is analyzing transcriptions of 25 students. Ed Roeber suggested that John Lane interview students in Bloomfield Hills, but in-school instruction was halted before this idea could be implemented. This work is on hold pending the return of students to Michigan schools, but it will be a more important priority for next year.

John Lane is thinking about this resource. He has reviewed pertinent research and practice literature and considered the processes teachers might engage in to help students take more ownership of their learning, seek to improve their work even when grades are not involved, and guidance on how teachers can work to transform students’ thinking from earning grades to improving their learning. It is also anticipated that this guide will not be ready until the end of 2021.

**F. Develop discipline-specific guides to the use of formative assessment practices.**

In national meetings on classroom assessment, several prominent researchers speculated that teacher learning about generic formative assessment practices, such as in the FAME program, is only effective if teachers already have deep disciplinary knowledge and related pedagogical understandings. The MAC R&D Team strongly disagrees. It is our belief that understanding of general formative assessment processes and deep disciplinary understanding are synergistic: as teachers plan and deliver lessons with formative assessment process incorporated in them, attention to whether or not students are understanding what they are being taught will help teachers learn typical students misunderstandings and areas of lack of understanding, so when they adjust their instruction as a result, they will be learning both what types of lack of learning/misunderstandings students are likely to evidence, and what responses to these have been effective (and those that haven’t been) in moving their learning forward. Teachers can become both more skilled in understanding how to nudge student learning along – a teacher with deeper disciplinary and pedagogical understanding – while effectively using formative assessment process in doing so.

With this in mind, Tara Kintz and Ed Roeber, of the FAME R&D Team are facilitating work on how the FAME formative assessment process can be used in three disciplines. Teams of writers are developing comprehensive lessons, using a revised version of the FAME Planning Template to document their learning plan, and then creating vignettes (using fictitious teachers and students) to illustrate how the implementation of the lesson with the formative assessment process embedded in it:

- Arts (Joni Starr, editor, with writers Heather Vaughan-Southard, Joni Starr, Cathy DePentu, Heidi Rhodes, in dance, music, theatre, and visual arts, respectfully)
- Early Literacy (Jen Orton)
- Science (Amelia Wenk Gotwals & Alicia Alonzo)

The end-of-school year status of the work on each discipline formative assessment guide is given below:

- Arts – A team of arts educators, directed by Joni Starr and Tara Kintz, are working to create two lessons each – one at the elementary level and one at the secondary level – in each of the four disciplines (dance, music, theatre, and visual arts). Each writer is completing a FAME planning template and a vignette showing the formative assessment process being used in the lesson, for both lessons that the writer is writing. The introductory chapters, written by Tara Kintz and Ed Roeber, will be added to the document. By the end of this school year, many of the planning templates have been created, and writing work is well under way. This Guide will be completed during the 2020-21 school year.

Once completed, the group hope to use it within a joint FAME-Michigan Arts Education Instruction and Assessment (MAEIA) professional learning program to promote the use of the formative assessment process in the arts and encourage arts educators to form FAME Learning Teams to formally participate in the FAME program in order to deepen their understanding and use of the formative assessment process in their arts education programs.

- Early Literacy – Jen Orton is the writer of this Guide. She is using material that she created for the MDE’s Early Literacy Assessment System (ELAS) publication in which she used an earlier version of the FAME planning template to describe a lesson in which the formative assessment process is used. She also used an accompanying vignette showing the use of the FAME formative assessment process during a literacy lesson. She is expanding on this work by updating the FAME planning template that accompanies the existing vignette, and then creating a second instructional example by documenting lesson planning on another planning template and creating the accompanying vignette at another grade level. Both examples will illustrate how to help students to learn to read by using the formative assessment process. The introductory chapters, written by Tara Kintz and Ed Roeber, will be added to the document. This Guide will be completed during the 2020-21 school year.
- Science – The work on this Guide has been completed, and it has been sent to the FAME program manager for her review and eventual production. The introductory chapters were written by Tara Kintz and Ed Roeber. The main portion of the document, which contains an overview of current national and state science standards, as well as vignettes of an elementary science lesson and a secondary science lesson that show how the FAME formative assessment process is incorporated into classroom instruction, were written by Amelia Wenk Gotwals and Alicia Alonzo of MSU.

**G. Review existing video to determine additional video resources needed and then plan how to obtain the video examples for FAME components and elements.**

Videos continue to be one of the most requested and effective resources for teacher improvement. The R&D team is always looking for videos to add to our collection. The videos fall into two major categories – FAME-produced and professionally-produced. Both categories prove to be effective, but the quality of the professionally-produced videos is much better.

In 2018, Denny Chandler led an in-house Lead review of the FAME-produced videos. The R&D team wanted a process that would determine the usefulness of the existing video collection, since they are readily available on the FAME website. The R&D team continues to search for volunteers who are interested in providing their classroom recordings for our use.

As noted, professionally-produced videos have advantages, but we are obligated to abide by their rules of use. This year, The Teaching Channel changed their policies about using their video collection. Not only did we include them on our website, the videos were also referenced in some of our materials (e.g., sample Learning Team agendas). The fees that The Teaching Channel is now charging for the use of their videos forced FAME to find replacements for them. In addition, references to them in the FAME materials, such as Learning Team meeting agendas, were removed.

This year, Denny Chandler initiated a search for and review of professionally-produced videos. The purpose was to find videos that matched the FAME Components and Elements that could serve as useful examples of each FAME formative assessment practice. New videos would be posted on the FAME website and available to FAME Coaches and Learning Teams.

The review process used was similar to the one used to review the FAME Video Library in 2018. It was as follows:

1. The purpose of this review was to find professionally-produced videos that could be used as examples (or as exemplars) of elements of the formative assessment process in the work of FAME Learning Team. Accepted videos would be included in the sample FAME Learning Team agendas and links made available on our website.
2. The goal was to have 1-2 acceptable videos for each of the FAME Elements.
3. There are instances where the language/vocabulary used on the videos are not an exact match to those used in FAME, particularly in the wording of the Element. In most instances, however, there is enough of a connection where it should not be an issue. If there is a concern, an explanatory statement could be added to the video description provided on the website to inform users of the connection.
4. Leads were encouraged to search and find any websites which would permit their use by us.

When finished, the Leads had reviewed 77 videos. Of that number, 32 videos were selected to be appropriate for our use. Four of the videos would be used for two different elements. Of the 45 videos rejected, many were of high-quality and could be used for different purposes.

A compiled list of the videos by FAME Element, including descriptive information about the video clip, is shown in Attachment B.

#### **H. Turn the principles of formative assessment, described in a MAC document, into a FAME resource.**

When the FAME leadership team had completed its tour of the Chandler, AZ high school and the elementary students in the UCLA Lab School, it created a list of the principles for formative assessment that described the characteristics of excellence in the use of the formative assessment process evidenced by the teachers who had just been observed. The goal was to create a FAME resource that described the “stages” that exemplary teachers went through to become “exemplary” on each of the characteristics noted. This work is related to research study I-B, since teachers who submitted an application but upon review, were deemed not yet ready to be labeled “exemplary” might want to know not only where they are lacking but also the stages they may need to go through to improve their status on one or more the criteria.

With the work on project I-B being halted, work on the stages of formative assessment practices also stopped. However, the R&D team feels that this work could still be helpful to teachers developing their expertise in the formative assessment process and could be provided to them with suitable professional learning opportunities without the accompanying, potentially-onerous aspects of exemplary teacher determinations.

#### **I. Suggest and help write articles for the *FAME News and Notes* periodic newsletter.**

Denny Chandler and Tara Kintz contributed articles to each edition of the *FAME News and Notes* periodical. Tara excerpted her work from the FAME Learning Guide as well as selected quotes from Coaches, while Denny planned which articles might be useful to include in each edition of the newsletter, and contributed to ‘myths and misunderstandings’ column to the newsletter.

#### **J. Revise various publications used in the FAME program.**

Each year, the R&D team examines the publications that it helped to create determine which ones are of need for updates or improvement. There are several resources that were updated.

- *Introduction to FAME for Coaches* – Denny Chandler updated this Guide for use by new Coaches to inform them about the FAME program prior to enrollment, as well as to provide them with information they can use as they select the members of their FAME Learning Teams. This Guide serves to orientate the Coaches to the program to help them plan for successful work with their new Learning Team. It also informs new Coaches about the multi-year Coach Learning Program offered to FAME Coaches to enhance their coaching skills. The switch to offering the Adaptive Schools training to first-year Coaches was one of the changes that necessitated an update of this resource.
- *FAME Learning Guide* – This Guide is a thorough overview of the FAME program for FAME Learning Team members. It provides an orientation to the FAME program, an overview of the definitions of formative assessment, a summary of the FAME Components and Elements, as well as detailed information about each of the five FAME Components and thirteen Elements. The intent of this Guide is to provide the materials that FAME Learning Teams need to launch their formative assessment work. This Guide did not require updating this year.
- *FAME Learning Guide-Coach Edition* – The Coach Edition is the companion piece to the FAME Learning Guide for the Coaches. The document contains the material found in the FAME Learning Guide, plus provides resources for use by the Coach. This document was updated this year, adding one or more sample Learning Team agendas for each of the FAME 13 Elements. In addition, it contains lists of print and video resources to be found on the secure FAME website, and other documents such as protocols that Coaches can use to plan and conduct their Learning Team meetings. Because several of the Learning Team meeting agenda used Teaching Channel videos that are no longer free to use, John Lane revised the agendas to delete mentions of the videos from the agenda and the substitution of others, if available. Also, a caution about the subscription fees for use of The Teaching Channel videos was added to each chart that showed Teaching Channel video on the secure FAME website.

*Formative Assessment Self-Reflection Guide* – The FAME Self-Reflection Guide was first developed in 2017. The work of the MAC R&D team and the participation of teachers led to the creation of the FAME Self-Reflection Guide. Those involved in the study were immediately impressed as to how this resource could dramatically and positively impact teachers.

The concept of looking at classroom practice and using rubrics to “code” teacher use of the formative assessment process has been in use for some time. This Guide has been available from the MDE program manager on an on-request basis for the past two years. It provides rubrics for each of the 13 FAME Elements. It is intended for use by teachers who wish to examine and reflect on their use of any of the Elements in their daily instructional activities. The document was produced for use by returning FAME Learning Teams.

As the years unfolded, however, the FAME program manager and the R&D team were disappointed with the lack of use. The R&D team developed the Guide, a tutorial on how to use it, and teacher testimonials, but to no avail.

In a survey conducted by John Lane of long-term Coaches (those who had coached for three or more years), not everyone knew about this resource, and among those that did, many had not



requested a copy or used it. This lack of use was also noted in the annual FAME Coach survey (question 16; see Table 3-16 in Attachment 3 in this document).

The FAME program manager and the R&D team decided to take a closer look and determine what could be done to change the document, the approach, and how it is shared with others.

A decision was made to re-purpose the work to become an important tool for teacher self-study and improvement. Denny Chandler, with the assistance of several Leads, engaged in a thorough review of the existing Guide, carefully crafting and simplifying the descriptive languages, and more accurately incorporated two Thinking Collaborative reflective conversations so as to more accurately describe the connections between FAME and the Thinking Collaborative's Calibrating Conversations work.

The first step was in internal meeting with Denny Chandler and John Lane, plus three FAME Leads (Jen Orton, LeeAnn Moore, and Kristy Walters). The Leads were invited to participate because they are being trained to present the Thinking Collaborative activities. We always felt this was an opportunity for FAME Coaches to use their training in working with teachers interested in self-reflection. The meeting led to the following decisions:

- The Guide, a solid resource and process, needs to be more inviting to users.
- The Guide needs to make direct connections between FAME, the *FAME Learning Guide-Coach Edition*, and coaching training.
- The Guide is an improvement resource, not an evaluation one, so references and words which could be interpreted as "evaluative" were removed.
- The Guide initially provided multiple ways to self-reflect, but we sought to firmly encourage its use in self-reflection or peer-assisted self-reflection with a trained FAME Coach.

With these decisions in mind, the work began with a very thorough review of the existing resource. As different versions/drafts were created, Denny Chandler included the three Leads to make sure our approach in the use of Thinking Collaboratives The Planning Conversation and The Reflecting Conversation were consistent with the training.

After another round of internal review by the MAC R&D team, the revised Guide was shared with Jane Ellison (from the Thinking Collaborative). This meeting led to some additional changes and a decision to share this with leaders at the Thinking Collaborative to confirm our approach and use of Thinking Collaborative ideas and language. This meeting will take place in the 2020-21 school year.

The following are some of the future steps to take place in 2020-21 and beyond:

- Share the Guide with all of the FAME Leads and ask for their review and input;
- Conduct a pilot study of its use with a few FAME volunteers (e.g., a few Coaches and a few teachers on their Learning Teams);
- Meet with Thinking Collaborative leadership to assure their approval of the resource and its use;
- Determine the best way to share this with all FAME participants.

The revised Self-Reflection Guide is presented in Attachment C.

#### **K. Write new resources for the FAME program.**

Several new awareness resources were created for use in the FAME program. These include the following documents designed to indicate what each group should know about the formative assessment process and its impacts on teachers' instruction and student learning and achievement:

- *What Policymakers Should Know about the Formative Assessment Process*
- *What Administrators Should Know about the Formative Assessment Process*

- *What Teachers Should Know about the Formative Assessment Process*
- *What Students and Their Families Should Know about the Formative Assessment Process*

Because so many FAME Learning Teams may be conducting their meetings virtually during the coming year, Denny Chandler prepared the following resource for new and returning Coaches to use to conduct their Learning Team meetings online:

- *Focus on Fame: Virtual FAME Learning Team meetings – not the enemy, just a different way to meet!*

Throughout the school year, Tara Kintz developed a two-page summary Learning Point for each of the FAME Elements. She also prepared a collection of these Learning Points, with explanatory material about the formative assessment process and the FAME program. The table below shows the Learning Points that have been prepared for those interested in the formative assessment process and the FAME program. These resources are intended for those who are not currently participating in the FAME program; thus, these and other resources on the formative assessment process can be found on the public FAME website.

	<i>Formative Assessment</i>
LP	<i>What do we mean by formative assessment?</i>
LP	<i>What conditions are necessary for successful implementation of formative assessment?</i>
1.1	<i>Planning: What role does it play in the formative assessment process?</i>
2.1	<i>What are learning targets?</i>
2.2	<i>What are learning progressions?</i>
2.3	<i>Why are models of proficient achievement important?</i>
3.1	<i>Why is activating prior knowledge important in the formative assessment process?</i>
3.2	<i>What is gathering evidence of student understanding?</i>
3.3	<i>What are teacher questioning strategies?</i>
3.4	<i>What is skillful use of questions?</i>
4.1	<i>What is feedback from the teacher?</i>
4.2	<i>What is feedback from peers?</i>
4.3	<i>What is student self-assessment?</i>
5.1	<i>What are adjustments to teaching?</i>
5.2	<i>What are adjustments to learning?</i>
LP	<i>What is learner agency?</i>
TP	<i>Deforming the formative: How a summative mindset thwarts the aims of formative assessment</i>

These Learning Points will be collected and published as an overall guide to the FAME formative assessment process. It is anticipated that this new PDF publication will be placed on the public FAME website as an introduction to those not currently in the FAME program. It will serve both this function as well as hopefully as an encouragement for readers to become a FAME participant, either as a Coach or as a Learning team member. This resource will be published in 2020-21.

#### **L. Ideas for new publications.**

By the end of the school year, the R&D team had generated several additional ideas for new publications. As of the end of the school year, none of these ideas had been acted on, but may be in the coming school year.

- *Learning Point: Formative Assessments and the Formative Assessment Process – What are they and how are they different?*
- *Learning Point: Myths and Misunderstandings about Formative Assessment*
- *How do administrators engage teachers in discussions about formative assessment?*
- *What should administrators look and listen for in classrooms using the formative assessment process?*

### **III. MAC FAME R&D Professional Learning Activities**

There were several other areas where the MAC R & D team carried out work. Some of these were planned at the outset of the year, and others arose from needs that became apparent during the school year.

#### **A. Study new virtual Launches into Learning formats**

Because not all potential FAME Learning Teams are able to attend an in-person Launching into Learning session, MDE piloted trials of a virtual ones, both two-session, six-hour Launches and mini-Launches conducted in one three-hour session. This field test did demonstrate that it is feasible to launch teams virtually and to do so in a manner roughly comparable to in-person meetings. The R&D Team took part in the online session, and served to collect participant feedback in order to evaluate it. Such information will prove to be useful in 2020-21, when all Launches into Learning will need to be conducted virtually due to the pandemic.

#### **B. Develop a FAME learning program for Coaches new to the FAME program.**

Coaches who are new to the FAME program are told that they do not need to be experts in the formative assessment process in order to lead a FAME Learning Team. They do need to be willing to facilitate the learning of others. However, some Coaches do want to deepen their understanding of the formative assessment process in order to better understand it (and better lead their Learning Team). With that in mind, Margaret Heritage prepared and offered a three-part learning program on the formative assessment process for new Coaches. The MAC FAME R&D team evaluated the impact and utility to Coaches, both new and returning.

The R&D team found that returning Coaches felt the sessions were of greater value to deepen their understanding of the formative assessment process than Coaches new to the FAME program. The use of Margaret's graphics to explain the formative assessment process as well as the terminology she used, were different from those used in the FAME program. There seemed to be some confusion among those just beginning to learn the terms used in FAME when terms from other states were used.

As a result, in summer 2020, the FAME program manager and several Leads offered a revised, more basic learning program for new Coaches. Margaret's Coach learning program has been re-purposed to provide more advanced learning opportunities for returning Coaches in 2020-21, with an expanded number of sessions to be covered over two school years.

#### **C. Development of a program of advanced study for experienced FAME Learning Teams**

The R&D team has known for some time that there are experienced Learning Teams meeting in their fourth, fifth, or higher number of years. As R&D staff pondered the development of an enhanced FAME learning program on the formative assessment program for longer-term FAME Learning Teams, the R&D staff thought there would be merit in polling all Coaches via a question on a periodic survey, in order to build a pool on potential survey respondents for the follow-up questions about the desire and need for more advanced learning resources for their long-term teams.

The follow-up survey was conducted and showed that more advanced FAME-related learning resources would be of value to Coaches who had been meeting with their Learning Teams over an extended period of time. The served as encouragement for the R&D team in its development of "going deeper" resources (see II-A through II-E), since these could serve as at least one basis of more advanced study of the elements in the formative assessment process.

#### **D. Michigan FAME Learning Tour**

One unique activity for the FAME leadership carried out last year to travel to see formative assessment practices in action. The Team visited Chandler High School and the UCLA Lab School in

Los Angeles. Seeing the work live and in person was very impactful to the Michigan group. At the conclusion of the visits, FAME leaders generated a *Focus on FAME* resource (<https://famemichigan.org/wp-content/uploads/2019/06/FoF-5-Principles-of-formative-assessment.pdf>). The FAME program manager and Leads had planned for a comparable FAME tour Michigan, visiting schools and observing exemplary educators in Michigan in an effort to inspire visits Michigan educators to deepen their understanding and use of the formative assessment process by seeing formative assessment practices firsthand being used effectively. However, when the pandemic hitting in March, schools closed and the plans for a Michigan FAME tour had to be shelved.

#### IV. Additional FAME R&D Team Activities

There are several additional activities that the MAC R&D Team engages in:

- **Participate in project planning meetings with the Department and with the Leads**  
Representatives of the MAC R&D team participated in monthly project management meetings with MDE contract representatives to plan website development and enhancements, publications, and event management, as well as R&D activities.
- **Conduct regular MAC R&D team meetings to plan and develop R&D team's work**  
The MAC R&D team met monthly with the MDE program manager to delve more deeply in planning the FAME R&D activities to be carried out.
- **Participate in national formative assessment meetings**  
Representatives of the MAC R&D team participated in national meetings where formative assessment was presented and discussed. This included the CCSSO SCASS FAST group and the NCME Classroom Assessment Conference. Participation in the CCSSO National Conference on Student Assessment was planned, but did not occur when this conference was canceled.

#### Summary

As in the past, the MAC R&D team addressed a number of questions, developed a number of useful resources for FAME participants and considered how its ideas and resources could be used to promote the learning of FAME teams. The prime goal is for its activities to contribute to the success of the FAME program among Michigan educators, and through this, to the national research program on formative assessment practice.

These research and development studies set MDE apart from other states offering professional learning activities in formative assessment to educators in their states. Not only is the MDE providing extensive resources (as indicated above), but the Department also seeks to understand how to improve educator understanding and practice via the research and evaluation studies it sponsors. This research work keeps Michigan at the forefront of research-based professional learning in formative assessment nationally.

## APPENDICES

<u>Appendix Number</u>	<u>Title</u>
1	MGLVA Learning Team Meeting Analysis
2	FAME Monthly Coach Survey Data, 2019-2020
3	Summary of the 2020 Annual Survey of FAME Coaches

## Appendix 1

### MGLVA Learning Team Meeting Analysis

#### Overview

This report summarizes the Michigan Great Lakes Virtual Academy’s Learning Team meetings in the 2019-2020 along the following dimensions: activities, depth of content and focus, depth of discussion, probing and clarifying questions, and feedback. The four core meetings were each structured in a similar way. The two Coaches (Jay and Lindsay) would set the focal component or element for each meeting and the Team Members would discuss their efforts to enact the focal component or element in light of the formative assessment principles outlined in the FAME Learning Guide (FLG). This format contrasts with the format of previous years when the Team members chose their own individual focal component or element. The payoff for the new format seems to be greater depth of discussion as will be detailed below. However, other meeting characteristics from previous years remained the same. Namely, questions and feedback continued to be rare.

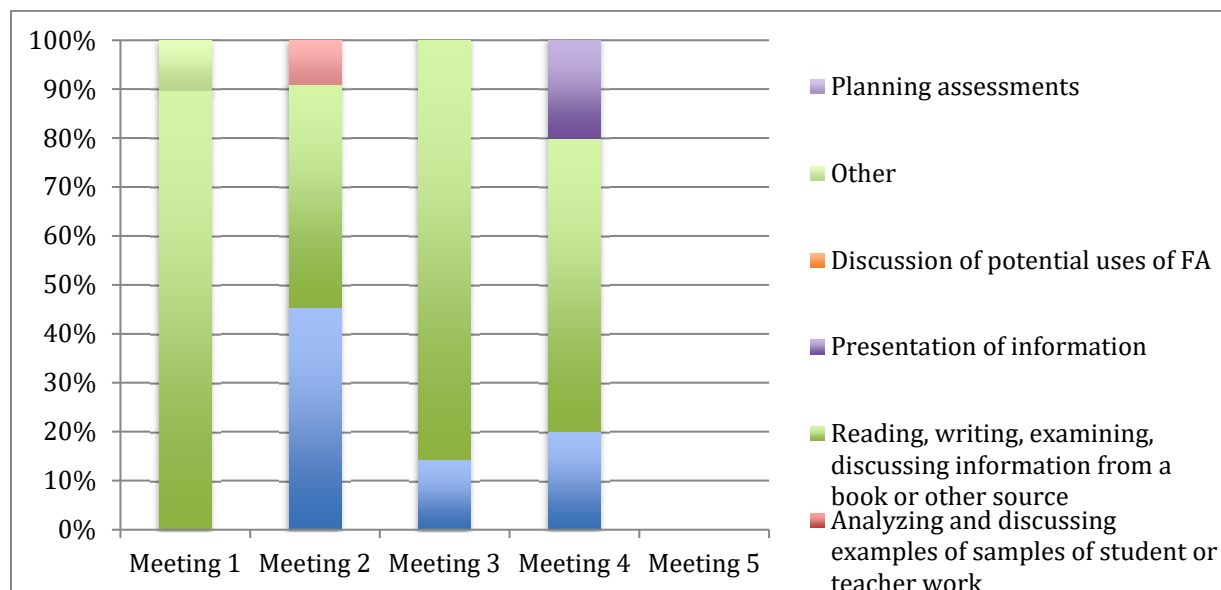
#### Activities

In the previous year, the Team spent most of its time sharing tools and examples from practice. However, in 2019-2020 Reading, writing, examining, discussing information from a book or other source became the dominate activity type, . Notably, reading, writing, examining, discussing information from a book or other source was not observed at any meeting in the previous year. In each meeting, the Team grounded its discussion in the text of the FLG. Except the second meeting, the Team spent the majority of the coded segments reading, writing, examining, discussing information from a book or other source. Sharing examples or tools from practice remained a popular activity in meetings 2, 3, and 4. Likewise, presentation of information emerged as a focal activity in the year’s fourth meeting. The following potential activities were not observed in any of the team’s meetings:

- Planning assessments
- Discussion of external constraints or classroom-based obstacles
- Discussion of potential uses of Formative Assessment for student learning, teacher collaboration, and school-wide reform
- Analyzing & discussing examples of samples of student work or video of classroom teaching

A summary of this information is included in Figure 1.

Figure 1. Activities by Coded Segment

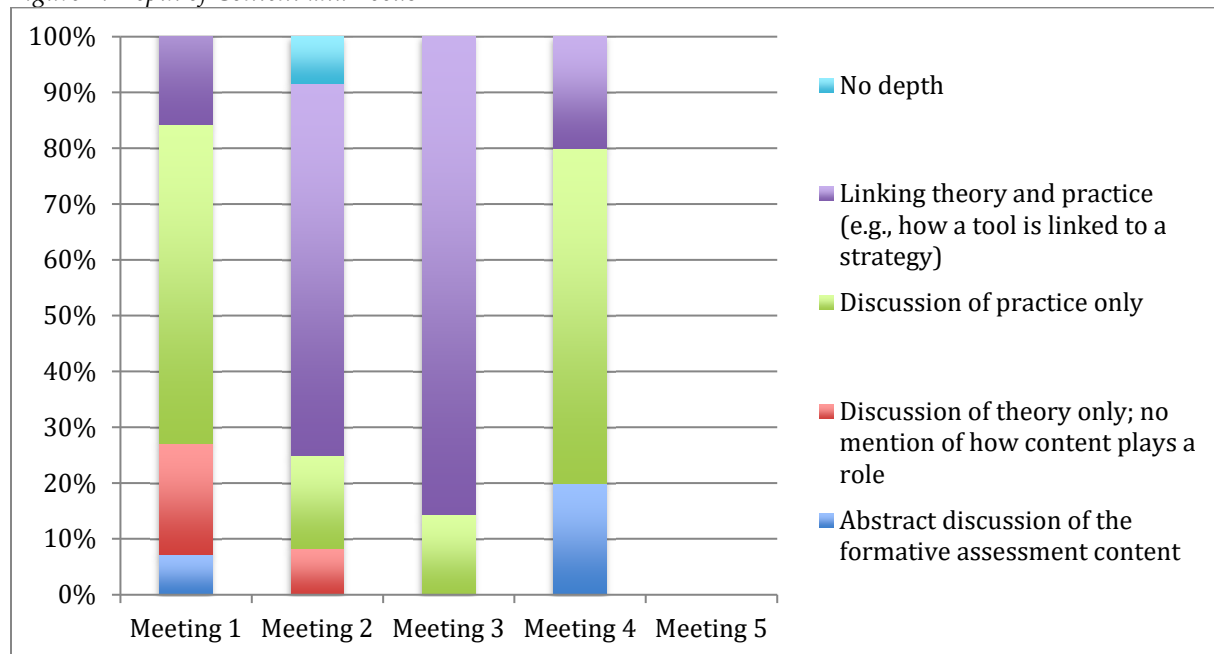


## Depth of Content and Focus

In the first meeting of the 2019-2020 school year, the Team spent most of its time discussing practice, but not linking practice to the abstract principles and practices of formative assessment (i.e., theory). As the year went on, the team spent less of its time discussing practice only and began to make these connections between practice and theory. The linking of theory and practice which constituted only 16% of the coded segments in the first meeting increased sharply during meetings 2 and 3 before returning to lower levels for the fourth meeting. In meeting 2, 67% of coded segments features links between theory and practice and this percentage increased to 86% for the third meeting before settling back to 20% for the fourth meeting.

This pattern is the inverse of the pattern observed for the MGLVA Team in 2018-19 in which linking of theory started strong but faded over time. In 2018-19, the linking of theory and practice which constituted 38% of the coded segments decreased sharply during meetings 2 and 3 and was crowded out entirely by meeting 4. Over the course of the meetings, segments were increasingly likely to have no depth of discussion as many of the tools or examples shared from practice were unrelated to formative assessment or the FAME program. See Figure 2 for an overview of this information. See Figure 2 for an overview of this information for the 2019-2020 Team.

Figure 2. Depth of Content and Focus

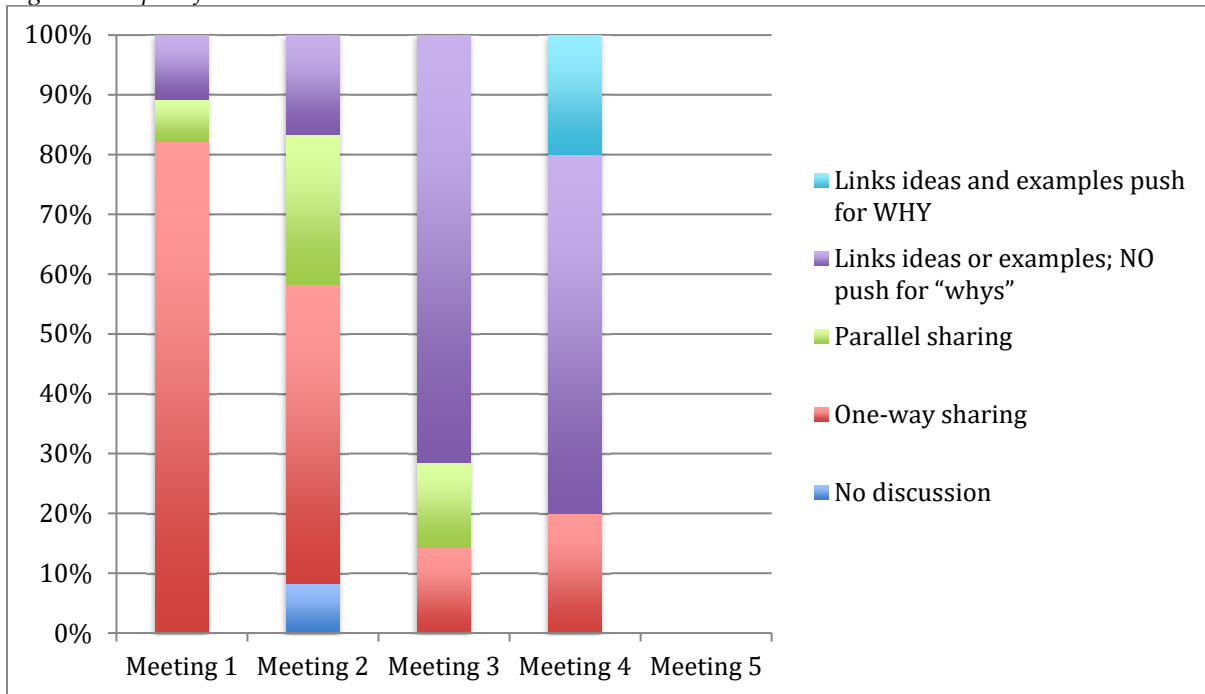


## Depth of Discussion

As observed in 2018-19, the first meeting of the 2019-2020 school year was dominated by one-way sharing. However, unlike 2018-2019 when this depth dominated across most meetings, in 2019-2020 the group began to elevate their discussion from one-way sharing to linking to one another's ideas.

In meetings 3 and 4, linking ideas without further probing became the most commonly coded depth (71% and 60% of coded segments, respectively). Furthermore, in 2019-2020 the team elevated discussion to its highest level—linking ideas and probing for why—in its fourth meeting, comprising 20% of coded segments. A summary of this information is included in Figure 3.

Figure 3. Depth of Discussion

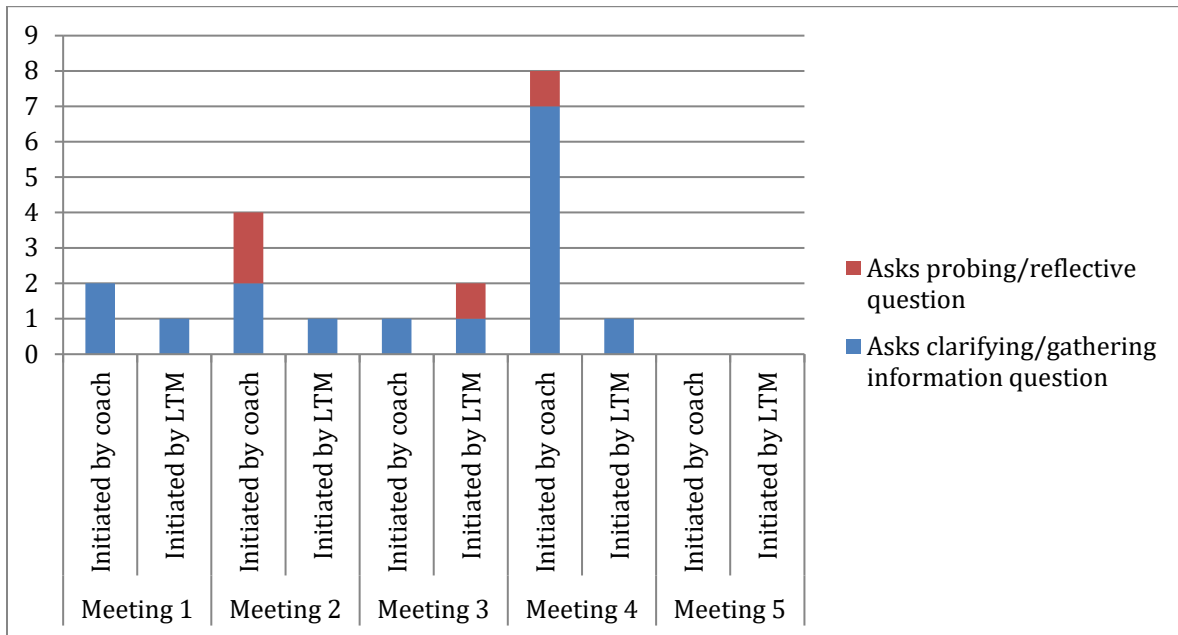


### Probing and Clarifying Questions during Meetings

For this analysis, we counted all questions and categorized each question as either clarifying/information gathering or probing. We also noted the source of the question—either the Coach or another member of the Team. Overall, although questions were more frequent than in years' past, questions during Learning Team meetings remained uncommon. In 2018-19, we observed only 8 questions total across meetings (average of 2 questions per meeting). Of these questions, most (5 of 8) were clarifying/information gathering. Only 3 were probing questions. Most of the probing questions (2 of 3) were initiated by Team Members. In 2019-2020, we observed 20 questions total across meetings (average of 5 questions per meeting). Of these questions, most (80%) were clarifying/information gathering. Only 4 were probing questions. Most of the probing questions (3 of 4) were initiated by a Coach. The information for 2019-2020 is represented in Figure 4.

Figure 4. Probing and Clarifying Questions during Meetings





### Feedback

During analysis, we coded meeting segments for the following types of feedback: redirecting, paraphrasing, commenting with moving practice forward, and commenting with the inclusion of ideas about how to move practice forward. We also distinguished Coach-initiated from Member-initiated feedback. Like in years' past, feedback during meetings was even more uncommon than questioning although there was a marked increase from 2018-19. In 2018-19, we observed only 2 instances of feedback, both of which were initiated by the Coach. In 2019-20, we observed 5 instances of redirection (all Coach initiated) and seven instances of general feedback (e.g., I really like what you shared) without ideas to move practice forward (4 Coach initiated, 3 LTM initiated).

## Appendix 2

### FAME Monthly Coach Survey Data, 2019-2020

#### *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.

Michigan Assessment Consortium has provided support to the FAME project and continued to conduct research on the FAME initiative during the 2019-2020 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 2019-2020 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. The survey responses were shared with the Regional Leads, MDE, and the MAC research and development team.

#### *Survey*

Throughout the 2019-2020 school year, a monthly coach update survey was administered to coaches for each of the ten Regional Leads. Each month (or at times bi-monthly) the survey contained 6-8 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 4 different time points over the course of the 2019-2020 school year. The last survey administration for April/May was cancelled due to changes with the Covid-19 pandemic. A Coach Survey was administered to all Coaches at the end of the school year; however, the monthly coach update survey was not included this year. The survey data was administered to groups of Coaches assigned to each of the 10 different Regional Leads and then the data was combined in the following summary for all of the Leads.

#### *Overview*

The Regional Leads have been responsible for the delivery of the initial professional development in the yearly formative assessment Launch into Learning for the coaches. In addition, the Regional 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 2019-2020 school year from the FAME Coaches on their work with the Regional Leads. The analysis provides a summary of the main questions included in the Coach Update Survey. In addition, information is provided for additional questions that were periodically added to the survey. The survey inquired about the frequency and focus of Learning Team meetings, use of the website, number of years meeting, agendas available, Coach goals, and requests for further support.

In the past, the Coach Update Survey Summary Report has focused on different types of support that the Coaches requested. Over the past couple years, the FAME Program and the MAC R & D have provided a number of resources in response to the requests. In turn, the number of requests from Coaches have decreased. The nature of the requests from Coaches has also changed. Coaches are not requesting the same type of resources or general support to understand the direction of their work. Rather, Coaches are asking for more specific needs such as videos or subject specific resources. Overall, this summary provides a picture of the work of the Learning Teams.

The following section includes: frequency of meetings, primary formative assessment component discussed in learning team meetings, website use, number of years Learning Team has been meeting, awareness of agendas, Coach goals, 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 Coach Survey 2020. The results are synthesized here from the complete coding and analysis of the data.

### 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 and the topics they discussed. There were differences in the findings on many of the general themes in 2019-2020 than in the previous years.

#### *Frequency of Meetings*

On average, approximately 72% of the coaches reported they met one or more times for the time period that they responded to the survey. This is more than the previous year (2018-2019) when 67% Coaches reported they met during the month they responded to the survey, and the year prior (2017-2018), when Coaches reported they met on average 68% of the time during the month they responded to the survey. There was considerable variation in the responses across the Coaches throughout the year. The percent of Coaches that reported they met with their Learning Team one or more times ranged from 0% to 86%. It is important to note that this year did not include survey data after the February Coach update survey. Figure 1 below shows the percent of Coaches who reported their learning team met on the Coach Update Survey.

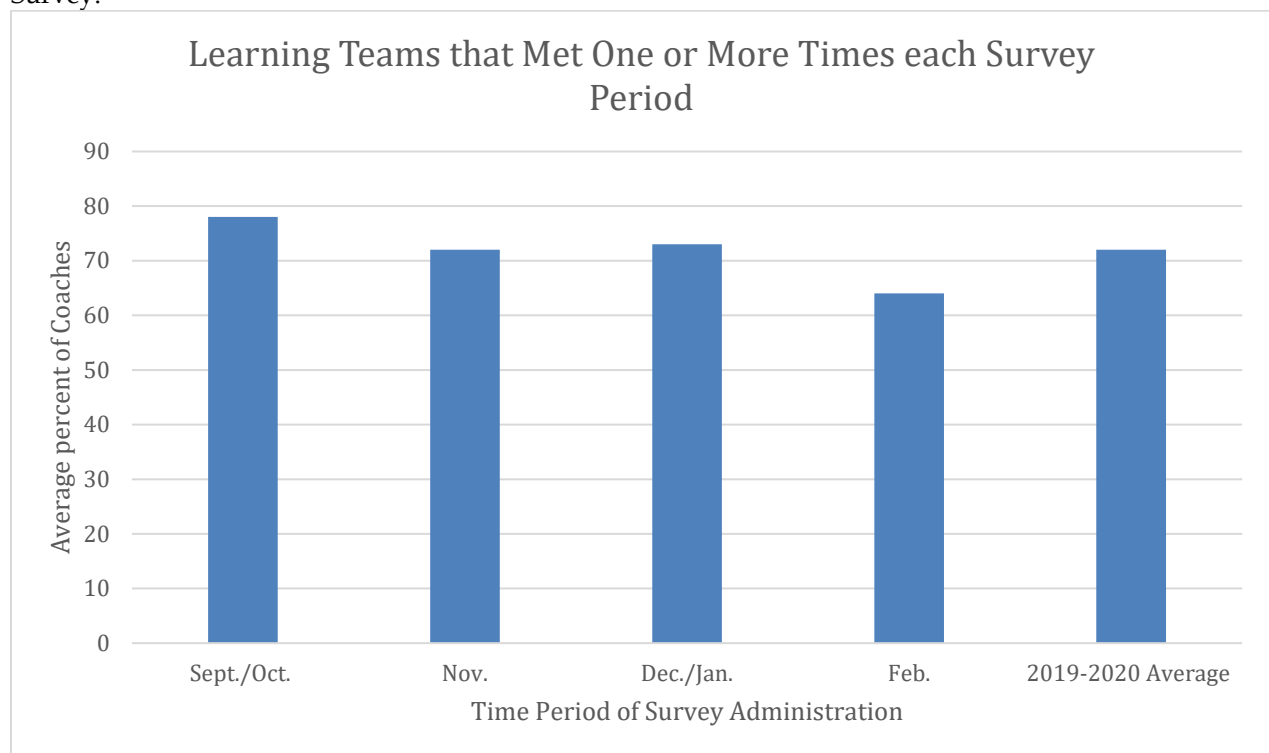


Figure 1: Percent of Learning Teams that Met One or More Times During the Survey Period

#### *Primary Formative Assessment Component Discussed in Learning Team Meetings*

In addition, there was a range of topics the teams discussed during the meetings. When the responses were averaged across the entire year, the top most frequently discussed formative assessment component was Learning Targets. However, during the year, the primary formative assessment component discussed in Learning Team meetings varied. On the different monthly surveys, Eliciting Evidence of Student Understanding and Planning were also the most frequently chosen for that particular time period. The second and third formative assessment components that were most frequently discussed

were Formative Feedback and Planning. Eliciting Evidence of Student Understanding was the fourth most discussed topic, and Instructional and Learning Decisions was the fifth most discussed topic in the Learning Team Meetings. The Other category included a range of more specific responses, such as, “Questioning strategies,” and “Large group reflecting.” The information on formative assessment components discussed in learning team meetings is depicted in Figure 2 below.

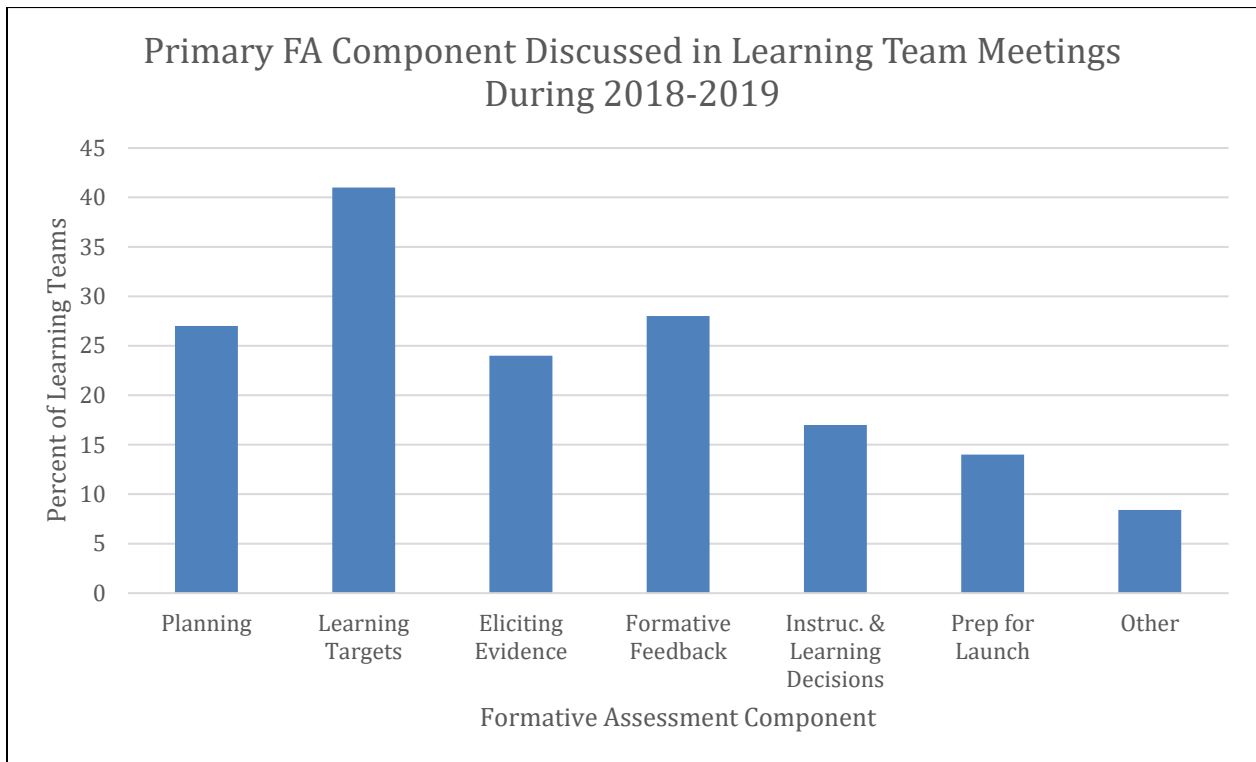


Figure 2: Primary formative assessment component discussed in Learning Team meetings

### Website Use

The majority of Coaches reported that they had logged into the FAME website (FAMEmichigan.org). On average, 69% of Coaches indicated they had logged into the FAME website. For each Lead, the percent of Coaches who had logged onto the website ranged from 33% to 100%. There were 30% of Coaches who responded, “NO, I have not had time,” and 13% of Coaches indicated, “No, I have not needed to.” There were 9% of Coaches who responded, “No, I need help.”

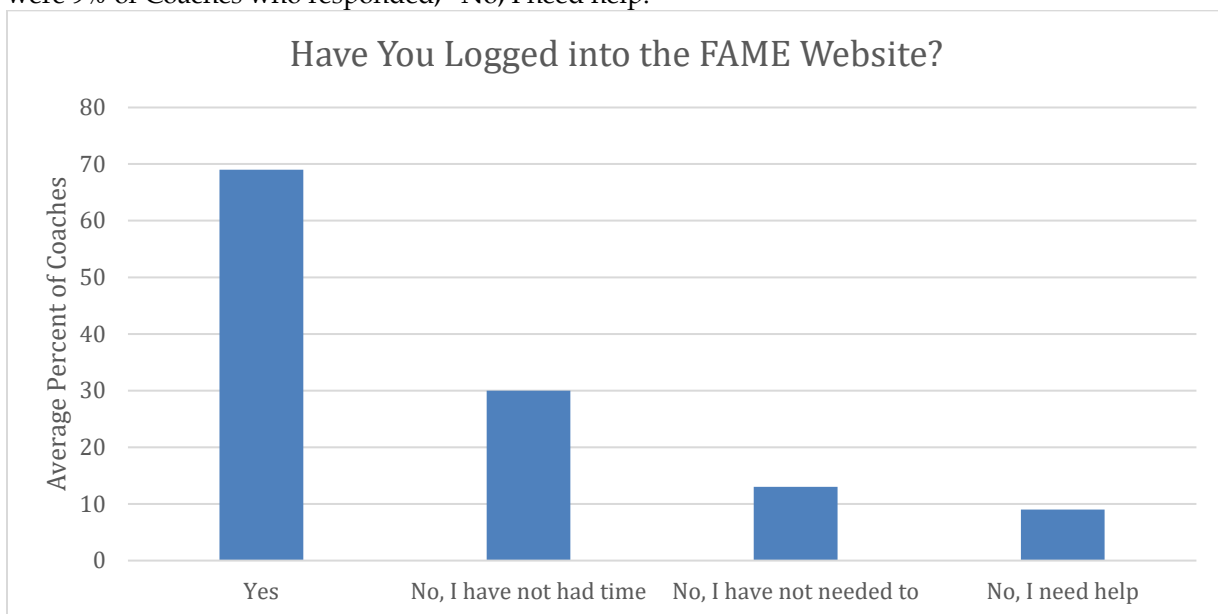


Figure 3: Coach responses about whether they had logged onto the FAME website.

***Length of Time Learning Teams Have Been Meeting***

Another question on the Coach Update Survey inquired into the number of years Learning Teams had been meeting. The majority of Coaches (45%) who responded to the survey were from teams that had been meeting 1 year or less. There were 17% of Learning Teams who had been meeting for two years, 12% of Learning Teams had been meeting for 3 years, 9 % of Coaches from Learning Teams meeting 4 years, and 9% of Coaches indicated their Learning Team had been meeting 5 or more years. The other category, with 13% of Coaches, included responses of mixed teams, or Coaches who had left one team and started another team.

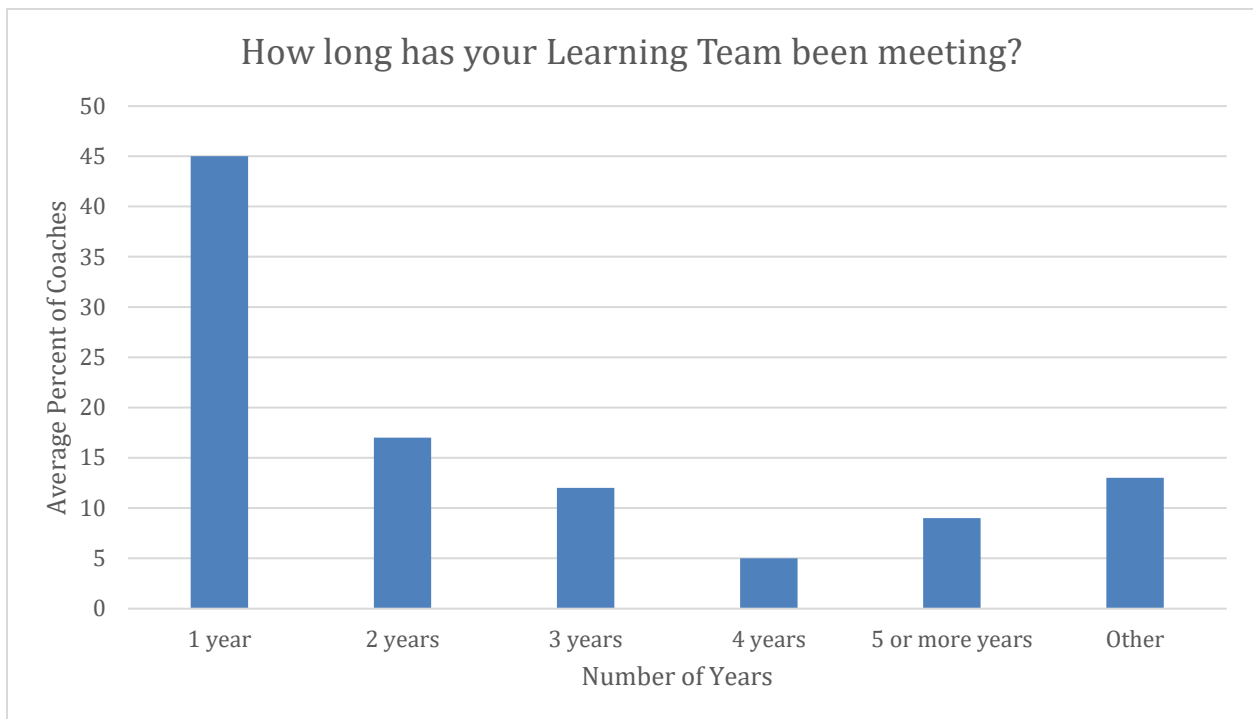


Figure 4: Number of Years Learning Teams Have Been Meeting

***Awareness of Sample Agendas***

In response to whether the Coach was aware there were sample agendas in the FAME Learning Guide Coach Edition and on FAMEmichigan.org, most coaches, or an average of 46 percent, indicated they were aware but had not used the agendas. There were 32% of Coaches who responded they were aware of the agendas and had used them. Approximately 23% of Coaches answered no, they were not aware there were sample agendas available. The 13% of Coaches who indicated other included responses such as their plan to use the agendas for a future meeting. Figure 5 below shows the responses about awareness of sample meeting agendas in the FAME Learning Guide Coach Edition and on FAMEmichigan.org website.

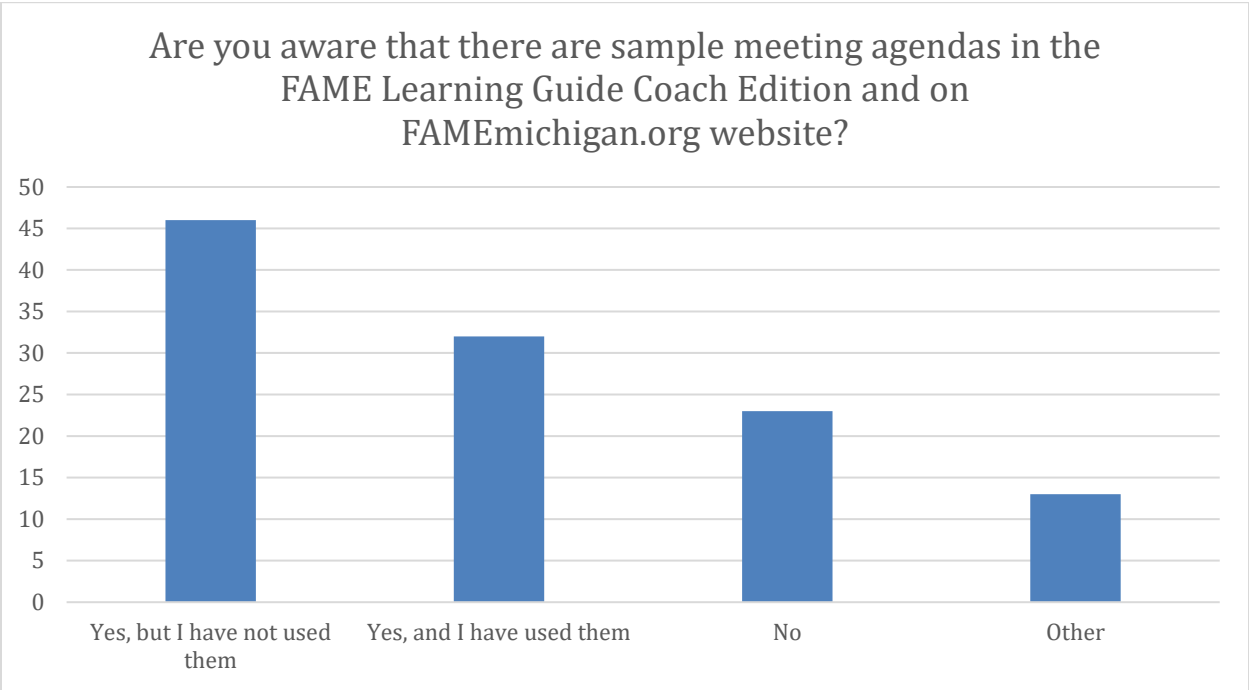


Figure 5: Awareness of Sample Agendas

**Coach Goals**

There was also a question on the Coach Update Survey about Coach goals for the year. There were 42 Coaches who identified increased formative assessment knowledge, skill, and implementation. These responses focused on supporting Learning Team Members in learning about and implementing the formative assessment process. A total of 30 Coaches described support of the Learning Team as their goal for the year. This included learning about formative assessment, the number of team meetings, supporting members, and developing agendas. Other Coach goals included supporting teachers and students, increased Cognitive Coaching skill and capacity, and building awareness and formative assessment knowledge in the district/region. Figure 6 below depicts Coach goals for the year.

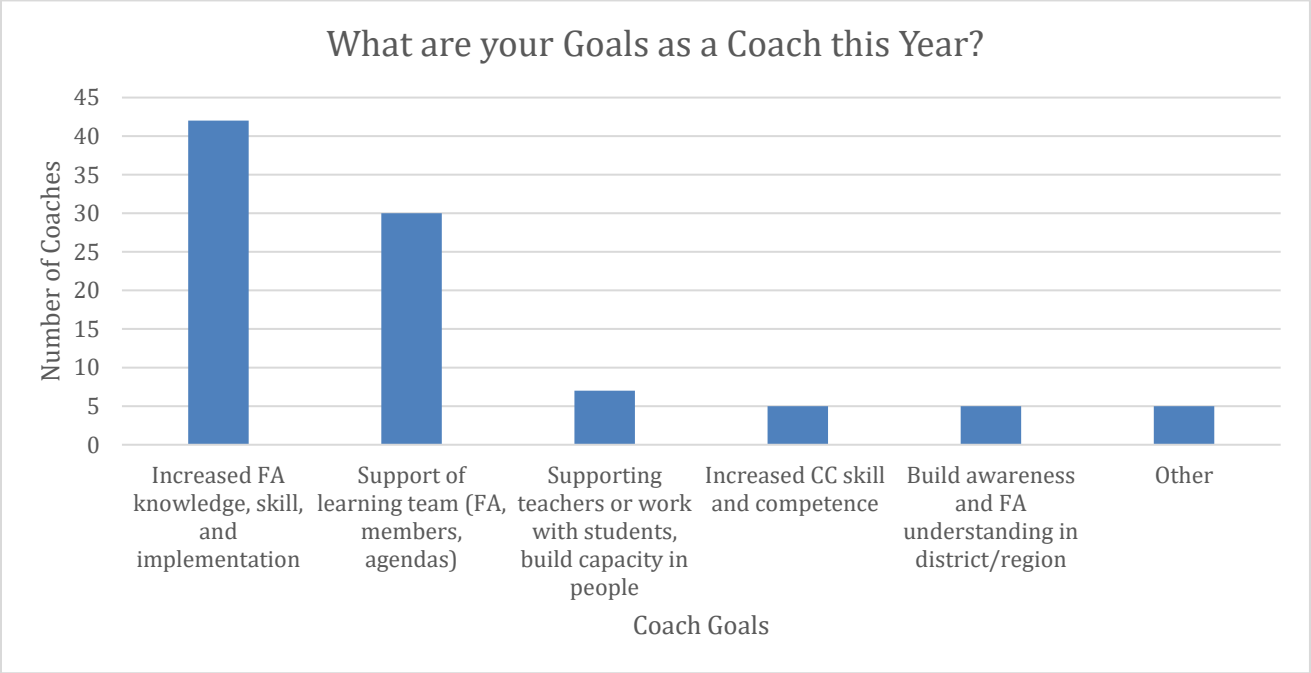


Figure 6. Coach Goals

**Requests for Further Support**

The most frequent response to the question about coach needs for support was “Nothing at this time.” Coaches indicated that there were no further needs for support at the time. There was a total of 54 responses in this category. Overall, there were fewer responses to this question compared to previous years, when there were over 200 comments and requests. Most of the Coaches answered there was no further need for support.

There was a total of 29 responses that expressed appreciation for the program and the resources. Several Coaches mentioned specific resources that were helpful. For example, “I am loving the coach edition of the FAME manual. I also use the website a lot to get materials and plan for our meetings. I am doing good with the resources provided!” Another Coach mentioned, “The resources in the notebook and online in addition to team planning with my Instructional Coaching Team seems to be adequate support at this time. Thanks for all the great resources!” And one Coach responded, “I like the FAME updates. they are helpful for me, to push and hone my learning.” Overall, the responses indicate that the Coaches appreciate the program and the support provided. The Coaches are engaged in the work and identified specific areas and resources that would help to move their work forward.

There were 22 Coaches who made specific requests for formative assessment resources. Many of the requests were grade level or content area specific, others asked for support with progress monitoring and record keeping. The responses included comments such as, “What materials are out there in helping teachers to use formative feedback to engage students in self-regulating their learning,” “Supplemental materials about learning targets formative assessment planning,” and “An understanding of the Formative Assessment Process as a whole, and how all the components work together.” Many requests included feedback, learning targets, new resources, and planning materials.

There were 13 Coaches who requested planning conversations with their Lead. Most of the requests pertained to planning for future meetings, reflecting on past work, and addressing specific needs. For example, “I need better scope and sequence of where to start (or restart),” and “I need to have a conversation in the near future.” A Coach asked for support with planning and coordinating, “I feel a little lost on where to go after the first meeting and time is an issue when trying to get everyone together.” Another Coach mentioned, “I would love to have our Lead come in and visit our classrooms, observe our formative assessments, and give us feedback.” While this was the area with the fewer requests, there were many Coaches who mentioned specific needs for planning conversations.

There were several other areas for further support that can be seen in Figure 7 below.

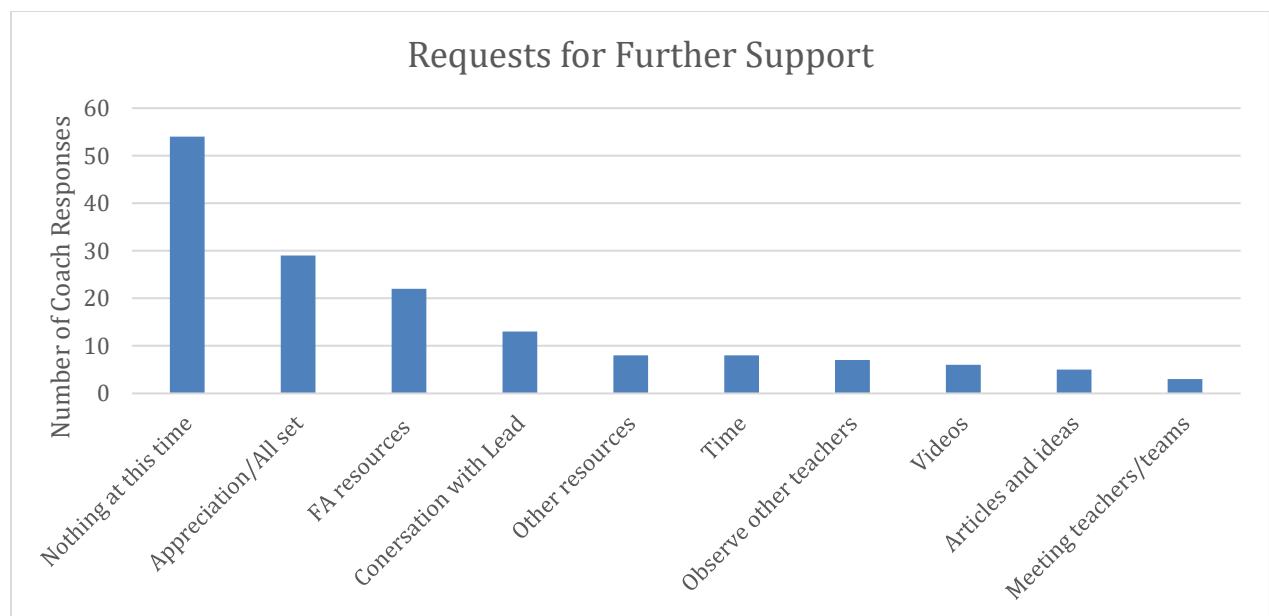


Figure 7. Coach Requests for Further Support

**Summary and Recommendations**

Based on these findings, the recommendation is to continue to deepen the work with the existing resources and structures of support to build Coach knowledge about the formative assessment process. It is notable that many teams have the resources they need and may need time and support to use the resources. In addition, it will be beneficial to focus time attention on specific resources requested by coaches. The responses indicate that there are some common requests and areas of need that are common for many coaches across all of the Regional Leads.

In addition, there continue to be many comments about support Coaches have received, and appreciation for the support provided by Kim Young, the Regional Leads, and the FAME program. Coaches comment on the value of the program overall, as well as specific aspects of FAME.

The Coaches demonstrate a strong commitment to the FAME program and formative assessment. They requested specific materials for the Components and Elements of the formative assessment process and discipline specific content. Some Coaches also made requests about how to plan and prioritize the formative assessment topics over the course of the school year. There were also responses from Coaches about challenges with time, convening and scheduling Learning Team Meetings, and competing demands from other priorities and initiatives in their school. A few Coaches requested letters for communicating about the FAME program with an administrator.

The FAME program and R & 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 these Coaches. In general, there were fewer comments about facilitating the meeting and building agendas.

#### Address the use of the Term “Formative Assessments.”

Many Coaches refer to *formative assessments* rather than the formative assessment process on the survey. For example, “We are working on implementing different formative assessments and sharing the results,” and “We discussed formative assessments we tried and how successful they were. We also discussed how they could be improved and/or how they could be used in other subjects.” It would be helpful to directly address this misconception so that Coaches can be aware of the difference.

For example, in a response about goals for the year, one Coach mentioned, “To see more formative assessments happening in classrooms.” Some Coaches do not seem to be aware that referring to formative assessments is different from the formative assessment process. A FAME Know About article or other format may be a useful avenue to highlight that many assessment companies and teacher evaluation frameworks refer to formative assessments, which are different from the FAME program definition of formative assessment.

#### Follow-up System for Requests for Further Support.

There are also many requests from Coaches on the surveys throughout the year. The requests are in response to the last question on the survey, “What further support would be most useful?” While the survey responses were sent to each Lead, it may be beneficial to have a system to follow-up on Coach requests to ensure their needs were met and they receive the support needed. Some Coaches made requests that may be useful to develop for the program. For example, “An explanation of the program to the principal,” and resources on “changing the culture of the classroom through the formative assessment process.” A review of these requests can be helpful for FAME Leadership as well as Coaches to identify which resources meet certain requests and which resources are under development.

#### Review Requests for Further Support.

We also recommend reviewing the list of requests for further support to identify which topics were being addressed in a broader programmatic way. We may provide a communication to Coaches about the new



resources and support in response to their feedback. In addition, the review of requests can inform priorities for future resources and support.

#### Identify and Support Coaches Who Need Assistance Logging into the Website.

In response to the question about logging in to the FAME Website, the majority of Coaches indicated they had logged in or that they did not have time. However, a few Coaches indicated they need help logging into the FAME Website. We recommend following up with the Coaches who indicated they are having trouble logging into the website and providing support as needed.

#### Continue to explore Coach Learning about Formative Assessment

Many Coaches identified the importance of deepening their learning about the formative assessment process. We recommend continued study of the factors that support educator formative assessment knowledge and skill.

Overall, the coaches who participated in the surveys indicate engagement in the work with the formative assessment process and appreciation for the FAME program. They acknowledge the active involvement and support they receive from FAME and the Regional Leads. Future research can follow-up on ways to address coaches' requests for support. It will also be beneficial to further explore how the different resources provided by the FAME program can support Coaches to deepen their formative assessment knowledge and develop the work with their FAME Learning Teams.

## Appendix 3

### Summary of the 2020 Annual Survey of FAME Coaches

The MAC R&D team conducted an end-of-the-year survey in April-May, 2020 of all new and returning FAME Coaches. The survey included 24 questions designed to gather feedback on the FAME Coach experiences regarding formative assessment, as well as their work with the Leads. A total of 126 Coaches responded to the survey. Note: The Learning Team member survey which was also administered in past years was not administered in 2019-20.

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

- Learning Team Information
- Formative Assessment Professional Development
- Use of FAME Resources
- FAME Website Use and Preferences

The survey of all new and returning Coaches was administered in the spring. Some of the same questions were used in comparable surveys of Coaches from 2011-12 through the 2019-20 school years. It is important to note, however, that the composition of the respondents surveyed varies significantly from year to year, and respondents each year are not a representative sample of the total group of new and returning Coaches, so much so that year-to-year comparisons are not technically sound and thus, such year-to-year comparisons are not shown.

The results from the survey are summarized below; the complete survey is shown in Attachment A1 and the complete PDF of the survey results to all questions, including responses to open-response questions, is shown in Attachment A2.

The first question on the survey asked respondents about what year Learning Team that they coached during the 2019-20 school year. Table 3-1 reports these results.

**Table 3-1. Year of the FAME Learning Team Coached**  
Percentages

Year	Percent
First Year	40.0
Second Year	18.4
Third Year	10.4
Fourth Year	5.6
Unsure	5.6
Other	20.0

These results show that about 40% of the Coaches who responded were first-year Coaches coaching new Learning Teams that had not previously participated in the FAME program. The "Other" responses included teams that did not form or meet, teams with experienced members who had been joined by new team members in subsequent years, or other team configurations.

A similar question asked the Coaches how many years that they had served as Coach of a Learning Team. The responses are shown in Table 3-2.

**Table 3-2. Years as a FAME Coach**  
Percentages

Year	Percent
First Year	34.9
Second Year	24.6
Third Year	13.5
Fourth Year	7.1
More Than 4 Years	19.4

Just as a majority of Learning Teams are relatively experienced in FAME, so are the Coaches themselves. About 27% of the Coaches have even coached a Learning Team for four or more years.

The third question asked Coaches how many times their Learning Team will have met by the end of the school year. A summary of their responses is shown in Table 3-3.

**Table 3-3. Number of Learning Team Meetings in 2019-20**  
Percentages

<b>Number of Meetings</b>	<b>Percent</b>
None	10.3
1-2 Times	14.3
3-4 Times	32.5
5-6 Times	26.2
7-8 Times	9.5
9 or more times	7.1

Most of the Learning Teams met 3 or more times during the 2019-20 school year, an especially noteworthy accomplishment given that schools shut for in-person instruction in March 2020.

The fourth question asked Coaches how long their typical Learning Team meeting was. Their responses are summarized in Table 3-4.

**Table 3.4. Average Length of Learning Team Meetings**  
Hours

<b>Meeting Times</b>	<b>Percent</b>
Less than one hour	29.2
1-2 hours	52.2
Up to 3 hours (half day)	6.2
Up to 6 hours (full day)	2.7
Other	9.7

Coaches reported that most of their Learning Teams met for 2 hours or less; few conducted half- or full-day Learning Team meetings.

Coaches were then asked if this amount of meeting time will continue in 2020-21. Their responses are summarized in Table 3-5.

**Table 3-5**  
**Anticipated LT Meeting Time in 2020-21**

<b>Meeting Time Continuing in 2020-21?</b>	<b>Percent</b>
Yes	54.9
No	7.1
Don't know yet	38.1

Interestingly, more than half of the Coaches plan that their future Learning Team meetings will last as long as they did in 2019-20, while almost 40% of the Coaches indicated they don't know yet, a realistic response to the uncertainties of in-person school in the 2020-21 school year.

A question was added to ask Coaches about whether or not their Learning Team meetings transitioned to online ones once schools closed for in-person instruction in March 2020. The results are shown in Table 3-6.

**Table 3-6**  
**FAME Learning Teams Conducted Online**

Met Virtually after March 2020 ?	Percent
Yes	20.4
No	51.2
No, but plan to do so	15.9
Other	12.4

As of the time of the survey (April-May), the majority of Coaches indicated that their FAME Learning Teams had not met, but some indicated that they planned to do so. Whether they were able to do so is uncertain, give how few weeks of instruction that remained at the time of the survey, as well as the challenges facing teachers who suddenly had to deliver instruction virtually.

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 3-7.

**Table 3-7. Coach Training Program Completed**  
Percentages

Training Program	Percent
Cognitive Coaching© Days 1-4 (Part 1)	93.6
Cognitive Coaching© Days 5-8 (Part 2)	56.0
Calibrating Conversations	16.0
Adaptive Schools Foundation Training	33.6
Using Cognitive Coaching with your FAME Team	18.4
Using Data to Mediate Thinking	0.0
None	3.2

Not surprisingly, Coaches have availed themselves of many of the training sessions offered at no cost to them during their tenure as a Coach. Almost none of the Coaches reported not having participated in any training activity.

Coaches were asked in an open-response question (question 8 on the survey) about ways in which they have used the Coach training. Their responses were coded and a summary of the results is shown in Table 3-8.

**Table 3-8. Summary of How/With Whom**  
**Coaches Used Coach Trainings**  
Frequency

Category	FAME Team	PLC	Colleagues	Parents	Students
Decide how best to teach content		1			
Problem solving	2	1	10	1	2
Make instructional decisions	1	3			
Instructional coaching	1	1	4		
Observation reflection	2		10		
Facilitate meetings	4	1			

Many Coaches provided very interesting and informative responses about how they used the Coach training opportunities in their FAME as well as their daily work. The complete list of all responses are shown in the complete survey results, found in Attachment A2.

In question 9, Coaches were asked an open-response question to share an example of progress they made towards achievement of a person goal. Their responses and some example responses are summarized in Table 3-9.

**Table 3-9. Examples of Progress in Accomplishing**  
**Personal Goals as a FAME Coach in 2019-20**  
Frequency

Category	Frequency	Example Responses
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Support of learning team (FA, members, agendas, observations)	30	I successfully held monthly learning team meetings. 100% of learning team members surveyed said they found the meetings helped them grow as professionals.
Increased competence in CC skills (Planning conversations, action plans goal setting, and reflection conversations, Coach vs. consultant, pausing, paraphrasing)	24	I was able to have five planning conversations, which moved me toward my goal of eight.  My progress came with the shift from consultant to coach.
Increased FA knowledge, skill, and implementation. (Also embedding formative assessment in teaching, training, coaching...)	18	I focused more on evidence gathering and trying to give effective feedback.  The second area of progress came from our work with learning targets. I am better at looking at and creating complete learning targets, which in turn helps my students and my colleagues' students.
Increased confidence and competence in coaching skills	9	My level of comfort in planning and leading these team meetings has increased dramatically. In the beginning, I struggled with the leadership role, but am now feeling quite comfortable being a facilitator for our team.
Supporting teachers or work with students	6	I helped support my teachers establish learning targets.
Build capacity, awareness, and FA understanding in district/region	5	Personal goal was to establish MARESA as a hub for all things FAME in the UP. I have had some degree of success building the capacity in Marquette-Alger Counties and beyond for districts and buildings to embrace and engage in this work. This work is ongoing.
Other	21	N/A, Still in progress, formative assessments, not a Coach...

Many of the Coaches were able to share a constructive way in which they have made progress in achieving a personal goal within the FAME program during 2019-20.

Next, Coaches were asked about how confident that they felt about their facilitation skills in a number of areas. The results are shown in Table 3-10.

**Table 3-10. Coach Confidence in Facilitation Skills**  
Percentages

Facilitation Skill	Very Unconfident	Unconfident	Confident	Very Confident
Setting an agenda	0.0	2.6	44.0	53.5
Use of protocols	0.0	5.2	62.1	32.8
Use of questioning strategies	0.0	8.6	72.4	19.0
Knowledge about available resources	0.9	14.7	69.8	14.7
Facilitating conversations	0.9	6.0	66.4	26.7
Providing feedback	0.0	9.5	71.6	19.0
Planning	0.0	4.3	61.2	34.5
Problem solving	0.9	6.0	72.4	20.7
Providing time for LT member reflection	0.9	12.1	67.2	19.8

Coaches expressed considerable confidence in their facilitation skills. A small percentage of Coaches indicated they were unconfident or very unconfident about using a few formative assessment skills.

Coaches were asked about their knowledge of key formative assessment strategies. These results are shown in Table 3-11.

**Table 3-11. Coach Knowledge of Key Formative Assessment Strategies**  
Percentages

<b>FA Strategy</b>	<b>Unsure</b>	<b>Not at All</b>	<b>Somewhat</b>	<b>Very</b>
Planning	1.8	0.0	50.0	48.2
Goal Setting with Students	0.0	1.0	55.3	43.9
Using Learning Targets	0.0	0.0	27.4	72.6
Eliciting Evidence of Student Understanding/ FA Tools & Strategies	0.0	0.0	54.4	45.6
Activating Student Prior Knowledge	0.0	0.9	33.0	66.1
Using Various Teacher Questioning Strategies	0.9	2.6	50.4	46.1
Providing Descriptive Feedback to Students	0.9	5.2	51.3	42.6
Facilitating Student Peer Assessment	2.6	13.0	69.6	14.8
Helping Students Self-Assess	2.6	7.8	60.9	28.7
Making Adjustments to Teaching Based on Evidence of Student Understanding	0.0	0.9	46.1	53.0

Coaches indicated that they had considerable knowledge about key formative assessment strategies. Notable exceptions are less knowledge marked for facilitating student peer assessment and knowledge about available resources.

The next question asked Coaches about their actual use of these key formative assessment strategies. Their responses are shown in Table 3-12.

**Table 3-12. Coach Use of Key Formative Assessment Strategies**  
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>
Planning	6.3	17.0	14.3	8.9	23.2	30.4
Goal setting with students	8.6	28.3	20.4	4.4	6.2	31.9
Using Learning Targets	5.2	8.7	7.8	4.4	46.1	27.8
Eliciting Evidence of Student Understanding/FA Tools Strategies	5.2	11.3	14.8	13.0	27.8	27.8
Activate Student Prior Knowledge	6.1	7.0	12.3	12.3	34.1	28.1
Using Various Teacher Questioning Strategies	4.4	7.8	12.2	10.4	37.4	27.8
Providing Descriptive Feedback	6.1	8.8	27.2	10.5	18.2	29.0
Facilitate Student Peer Assessment	18.4	22.0	21.1	1.8	4.4	32.5
Helping Students Self-Assess	8.0	19.5	23.9	8.9	10.6	29.2
Making Adjustments to Learning Based on Evidence of Student Understanding	6.1	7.0	14.8	7.8	34.8	29.6

Coaches indicated that they used goal setting only periodically (e.g., monthly), 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 3-11.

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 3-13.

**Table 3-13. Three Formative Assessment Features Discussed by the Learning Teams**  
Percentages

FA Features Discussed	Percent
Planning for the Use of Formative Assessment	41.7
Using Learning Targets with Students	44.4
Gathering Multiple Sources of Student Evidence	31.3
Activating Prior Knowledge	20.9
Providing Descriptive Feedback to Students	26.1
Asking Students to Use Teacher Feedback	7.0
Helping Students to Use Self-Assessment	23.5
Helping Students to Use Peer Assessment	8.7
Making Instructional Decisions Based on FA Evidence	36.5
Using student evidence for student and teacher analysis	21.7
Student Goal Setting	14.8
Other	12.2

Note: 6 of the 14 Coaches who responded as "Other" indicated that they did not have a FAME Learning Team this school year.

In question 14, Coaches were asked about what aspect of their use of the formative assessment process they wanted to improve. Their responses are shown in Table 3-14.

**Table 3-14. Aspects of Formative Assessment Use Coaches Wish to Improve**  
Frequency

Category	Frequency	Example Responses
Planning	2	Planning for the use of formative assessment.
Learning Target Use	2	Learning target use
Eliciting Evidence of Student Understanding	4	Eliciting/ gathering of evidence
Formative Feedback	14	Providing descriptive feedback to students and asking students to use feedback to further their learning.
Self- and Peer Assessment	23	Students being able to self-assess and peer assessment  Helping students self-evaluate. I do this regularly at a low level, but I'd like to develop better strategies than fist of 5 or thumbs up thumbs down
Instructional and Learning Decisions	5	Making instructional decisions based on formative assessment evidence is what continues to challenge us. The "ok, they don't know it, now what?" or "ok, they know it, now what?"
Student goal setting	7	Goal setting with students.
All aspects of formative assessment, integrating the process	14	Continue to strengthen all of them.
Other:	14	Cognitive coaching, consistency, standards-based grading...

The next question asked Coaches what goals they might have for themselves for 2020-21. A summary of their responses with some examples is shown in Table 3-15.

**Table 3-15 Coach FAME Goals for 2020-21**  
Percentages

Category	Frequency	Example Responses
Planning	4	Simplify the planning process.
Learning target use	3	Helping to embed the use and importance of learning targets into the formative assessment process by continuing to strategically highlight in whatever FAME element the team chooses to be focusing on at the time
Self- and Peer Assessment	12	Strengthening my abilities to manage student self-assessment and peer assessment
Formative feedback	7	I want to become efficient in utilizing feedback in the formative assessment process.
Eliciting evidence/Questioning	2	Continue to look at ways to gather evidence and including having the students help me determine possible pieces of evidence.
Instructional decisions	2	Making instructional decisions based on formative assessment evidence is what continues to challenge us. The "ok, they don't know it, now what?" or "ok, they know it, now what?"
Strengthen the work of the team: Form a new team or move current team forward	17	I would like to expand and start another team. I would also like to continue with my current team as we work on the next steps after learning targets.
Implementation of formative assessment	16	My goal for 2020-21 is to implement a cohesive implementation of a district-wide use of formative assessments to help students become leaders of their own learning.
Improve coaching	9	My goal is to educate myself more fully in the Cognitive Coaching model. I feel confident facilitating meetings, but I know I have a lot of room to grow.
Promote formative assessment	4	Keep spreading the power of FA
Student agency and goal setting	4	Becoming better at student goal setting. Create actual goals based on individual needs.
Other	6	None yet, too soon; nothing at this time; common formative assessments

Question 16 asked Coaches how they used each of the FAME resources provided to them or made available to them. The data is summarized in Table 3-16.

**Table 3-16. Coach Use of FAME Resources**  
Percentages

Resource	Prepare for LT Meeting	Own Professional Use	Share with Colleagues Not on LT	Did Not Use
FAME Learning Guide	69.4	46.0	28.0	12.6
FAME Learning Guide-Coach Edition	65.2	60.9	13.0	7.8



FAME resource website	54.0	56.6	18.6	14.2
FAME Self-Reflection Guide	32.1	46.4	10.7	39.3

Coaches were also asked about the helpfulness of a variety of resources that they were provided. Their responses are shown in Table 3-17.

**Table 3-17. Helpfulness of FAME Resources**  
Percentages

Resource	Not Helpful	Somewhat Helpful	Very Helpful	Did Not Use
FAME Learning Guide	0.0	25.7	65.5	8.9
FAME Learning Guide-Coach Edition	0.0	22.1	72.6	5.3
One-Day Launching into Learning	4.4	26.6	45.1	23.9
Cognitive Coaching© Training	2.7	5.3	87.6	4.4
Adaptive Schools Training	0.9	3.6	41.4	54.1
FAME News and Notes	3.5	47.8	28.110.6	32.3

This chart shows that the resources provided in the FAME program were considered to be very helpful.

In question 18, Coaches were asked how often they visited the FAME website during the 2019-20 school year. Their responses are shown in Table 3-18.

**Table 3-18. How Often Coaches Visited the FAME Website**  
Percentages

Frequency	Percent
Once or more a day	0.0
Once or more a week	3.5
Once or more a month	47.8
Once or more a quarter	37.4
Never	11.3

The next question asked Coaches a question about what parts of the FAME website are most useful to them. Their responses are shown in Table 3-19.

**Table 3-19. FAME Website Resources Most Useful to Coaches**  
Percentages

FAME Website Resources	Percent
Events	22.6
<i>News and Notes</i>	20.9
Coaching Resources	80.0
Components & Elements	39.1
Research & Development	18.3
Videos of Classroom Practice	62.6
None	3.5
Other	5.2

Coaches were asked about their current position or role in the district. Their responses are summarized in Table 3-20. Respondents could check multiple responses.

**Table 3-20. Current Position or Role in the District**  
Percentages

Current Position	Percent
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Teacher	41.7
Principal/Assistant Principal	10.4
Department Chair/Instructional Leader	20.9
ISD Administrator	1.7
District Administrator	9.6
Retiree	0.9
Other	29.6

A little more than 40% of the respondents indicated that their current position is as a teacher. More than half are an administrator at the school, district, or ISD levels. "Other" responses included curriculum coaches, school improvement facilitators, or literacy coaches.

Coaches were next asked about the school level of the members of their Learning Teams. These results are shown in Table 3-21. Coaches could check multiple responses.

**Table 3-21. Composition of the Learning Team**  
Percentages

School Level	Percent
Elementary teachers	50.9
Middle School teachers	32.7
High School teachers	36.8
Building Administrator	13.2
District Administrator	7.0
Other	14.0

The percentages shown in Table 3-21 add to more than 100% because of the mixed composition of some Learning Teams. The Learning Teams are comprised mainly of elementary, middle school, and high school teachers.

Question 22 asked Coaches to indicate their plans for involvement in the FAME program in the 2020-21 school year. Their responses are shown in Table 3-22.

**Table 3-22. Coach Plans for FAME Involvement in 2020-21**  
Percentages

Planned Involvement	Percent
Continue coaching the same team	63.5
Coach a new team	17.4
Participate as a LT member, not Coach	1.7
Unsure	14.8
I don't plan to participate next year	2.6

As can be seen, many current Coaches plan to continue serving as a Coach in 2020-21, mostly of their current teams. Question 23 asked the reasons that the three Coaches who indicated that they don't plan to continue next school year. Two Coaches said it was because of conflicts with the demands of other initiatives and the third Coach said it was a lack of time.

Question 24, the final one in the survey, asked Coaches if there is anything further that MDE could provide to support the work of Coaches with their Learning Teams and the use of the formative assessment process. A summary of Coach responses and some examples responses are shown in Table 3-24

**Table 3-24. What Else Can MDE Do to Support Your Learning Team**  
Frequency

Category	Frequency	Example Responses
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Thank you or appreciation	15	Nothing right now. I really do appreciate all the tools on the website. I also am looking forward to obtaining supports for online learning and FAME.  Thank you for this excellent work!
No	14	Nothing I can think of at this time.
More and varied training	9	Just more opportunities to attend training on formative assessment.  It would be great to make the Margaret Heritage training available to all. This was such a valuable resource that teachers can use in their classrooms. Also having Margaret do a Part II to get to the things we didn't get to address.
More videos	6	Videos that I could share with my Learning Team.  Possibly more videos/resources specific to Special Education self-contained classrooms.  More videos of teachers using the formative assessment process during lessons.
Support (with meetings, teaching and learning) in changing context of schools	5	More information on distant learning and formative assessment.  I have had a very hard time keeping my team together and meeting. All of our meetings have to be after school and that has been very hard when everyone is busy. Would like a "refresher" on ways to still have these meetings in our new pandemic environment.  Support with the recent COVID-19 crisis that will have impacted students in our district from losing school time--causing trauma & significant academic slides.
More administrative and district support	3	Funds to be used by districts to pay for substitute teachers hired to cover coaches while attending trainings.  Districts were very supportive of FAME in the beginning but it has fallen off and administrators are no longer supportive and focusing their energies on new movements. It is frustrating because the FAME initiative was never fully implemented. Now when teachers hear FAME, they dismiss as something they don't do anymore or something they have already learned and do use (though not really). Ugh!
More resources	2	A guide on strategies on how to guide instruction through questions, this is something that my Teams has asked me for something that will help them with questioning students during instruction.  Provide the latest research articles.
Continued support	2	Only continued support and opportunity for us to reach out when we need to.  More hands-on support for new coaches.

When asked what more the MDE could do to support the Coaches' work, most of the respondents skipped the question. It is likely, but not certain, that Coaches skipped past this question because they felt no pressing need for further support from the MDE. This conclusion is supported by two pieces of empirical data. First, most coaches did respond to open-ended questions, so the trend to skip this

particular question was not evidenced elsewhere in the survey. Second, a large majority of those coaches who did respond indicated that they had ample support from the MDE or were appreciative of the support (29 of 53 responses). The minority of Coaches who responded that they would like further support indicated that they would like more and varied training (9 responses), more videos (6 responses), Support (with meetings, teaching and learning) in changing context of schools (5 responses), more administrative and district support (3 response), more resources (2 response), and continued support when needed (2 responses).

Several examples of coach responses are included in the summary table above and in the text below. The categories of requests for support and specific examples provide information for future development of the FAME program and support.

**The following topics were mentioned in responses last year, but were not mentioned this year:**

Greater communication with Lead
Greater promotion of program
More technology support
Different schedule that does not conflict with spring testing

The following responses may be helpful for future FAME program design and follow-up

“I’d appreciate the news and notes as an email. I find the website difficult to access/maneuver.”

“With districts having so many initiatives, they select the 'hottest' topic, and we often jump from one thing to another. With changes administratively, it is very difficult to get some administrators to see the entire picture-that FA practices are embedded within the instructional, professional, student-driven, teacher evaluation process. Sometimes they view all of these initiatives through separate lenses, when in reality the FA process provides a blueprint to connect these initiatives together. They don't understand that the FA practices are foundational and will help with instructional planning, student engagement, proficiency, project-based learning, integrated planning, ownership in learning, teacher evaluation, etc. How do we continue to educate the central decision makers of the power of the FA process and its foundational principles?”

“More variety of trainings as I have completed all those already provided to me. I also have several team members who would like to be able to attend the Cognitive Coaching training.”

The following responses include appreciation and acknowledgments

“No, I feel that resources that have been given are very helpful and support my learning team and the students in our building.”

“It’s been so helpful and the resources are great. Thank you!”

“Thank you so much for FAME! This is a wonderful program!”

“Very valuable to connect educators across the state. Thank you!!!”

“THANK YOU! This is a powerhouse and I am grateful and excited for the future. My team “gets it” and is motivated”

“Thank you for your continued support and the many opportunities available to move forward.”

“Just keep this FAME moving forward. This is making a difference in helping the adults that teach our children to hold high expectations for our culturally and linguistically diverse student population. This really works!!! Thank you, Kim, for leading this powerful work.”

“Thank you for provided this professional learning!”

“Thank you for the opportunity to continue to learn with people across the state.”

“Thanks for providing this training that not only helps teachers, it helps students too.”

“This is a great opportunity for staff to learn and grow as professionals. I'm excited for two of my colleagues to be joining as coaches 2020-21.”

“Thank you for this great opportunity to learn with people from across the state!”

“Thank you for all of the supportive people we can reach out to when the need arises.”

## Attachments to this Report

<u>Attachment</u>	<u>Title</u>
A1	2019-20 Coach Annual Survey
A2	Complete Results from the 2019-20 Coach Annual Survey
B	FAME Videos Selected from the Web
C	Revised Formative Assessment Self-Reflection Guide

For a copy of the attachments shown above, please contact Ed Roeber, Assessment Director of the Michigan Assessment Consortium, at [roeber@msu.edu](mailto:roeber@msu.edu).