

MAC FAME R&D TEAM ACTIVITIES FOR THE 2022-23 FAME PROGRAM

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Introduction

During the 2022-23 school year, the Michigan Assessment Consortium's (MAC) Formative Assessment for Michigan Educators (FAME) Research & Development (R&D) team completed several research activities for the FAME formative assessment professional learning program. In addition, the MAC R&D team developed additional 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 MAC R&D team also ended the school year with other activities under way and moving towards completion. All of these are in support of the FAME program for the Michigan Department of Education (MDE).

The MAC FAME R&D Team is comprised of four individuals:

- Ed Roeber, MAC FAME Program Manager; R&D Team Lead
- Tara Kintz, Senior FAME R&D Specialist
- John Lane, Senior FAME R&D Specialist
- Meg Turner, FAME Data Analyst

The total FTE for the MAC FAME R&D Team is 1.35 FTE.

The overall goal of FAME R&D activities continues to be to provide information and resources that support the FAME leadership team (the MDE program manager and the 11 FAME Leads) to assist them to better understand what FAME Coaches and Learning Team Members need to enhance their learning, how the FAME resources are being used, and what new resources might be useful in order to improve the FAME program.

Some of the work in the FAME professional learning program, as well as that of the work of the MAC FAME R&D, were negatively affected by the lingering effects of COVID. Although students by and large returned to in-person instruction in 2022-23, staffing shortages and other pandemic issues hampered K-12 education throughout the state. Despite these, senior FAME R&D specialists worked diligently on a variety of activities, completing some and making substantial progress on others.

This report provides a summary of the research and development activities planned and carried out by the MAC FAME R&D team, followed by more in-depth reports on several key FAME activities carried out by the MAC FAME R&D team members provided in several attachments to this report.

MAC FAME R&D Research and Development Activities

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

In addition, the Department provides several different types of in-person professional learning opportunities for Coaches to deepen their understanding of formative assessment, as well as facilitating the learning of the members of their FAME Learning Teams. The Department also seeks to improve educator understanding and use of the formative assessment process via the research and development 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 and development work is unique among state education agencies and serves to keep Michigan at the forefront of research-based professional learning in formative assessment across the United States.

A summary of the research and development activities engaged in by the MAC R&D Team during the 2022-23 school year is provided below:

1. Districtwide FAME Rollout Study – Plans & Activities

Observe, document, study, and formatively-evaluate district-wide implementation of FAME over a three-year period. Continue observation of existing teams (Portage, Benzie County Central, and Gaylord) and any new ones who identify themselves.

Work Carried Out The MAC R&D team created ambitious plans to study how FAME was being rolled out in several school districts that sought to enroll all teachers in the FAME program districtwide. These plans included interviews with key district administrators, Coaches, and Learning Team members, observation of Learning Team meetings, and the collection of information from Coaches via the periodic Coach surveys, and end-of-school year information from Coaches and Learning Team members.

Three district sites were identified - Portage, Benzie County Central, and Gaylord. Each site sought and received the support of the FAME Program Manager (who asked the FAME R&D Team to study the impacts of such large-scale FAME rollouts) and she designated one of the 11 FAME Leads to provide support for the districts engaged in this initiative.

Two R&D team members attended the special FAME Launch into Learning session in Gaylord at the start of the school year. Neither of the other two sites invited FAME R&D team members to attend any districtwide FAME events, such as FAME Launches or other meetings. In addition, repeated contacts with the key Gaylord district administrator went un-returned. Similarly, no contact was made with district administrators in Benzie County Central. However, contacts made with the key administrator in Portage did lead to an initial interview, and it is hoped that this can be followed up in 2023-24 with more discussions with this administrator and perhaps greater access to Coaches and others in Portage in the upcoming school year.

The Coaches in each site were sent the same periodic surveys as all other Coaches, and their responses were aggregated separately from other Coaches. Similarly, the annual Coach and Learning Team surveys were sent to the Coaches and Learning Team members in these sites and their responses were also summarized separately.

The FAME R&D Team plans to continue contacts with these three districts and will initiate contacts with additional sites that will be rolling out FAME participation on a larger-scale basis. This includes the Wayne-Westland and the Michigan Great Lakes Virtual Academy (MGLVA) High School. Other sites being considered for study include local districts in Macomb ISD, Goodrich, Clarkston, and Galesburg-Augusta.

2. Effective Teacher Use of the Formative Assessment Process

Document teachers who use the FAP effectively – in Michigan, Arizona, California, Maryland, and elsewhere. Consider how to select effective or good example teachers in MI – the former recognition program designed a couple of years ago.

Work Carried Out This activity was not carried out during the 2022-23 school year, except for a visit by the FAME leaders to a classroom in Ypsilanti in the spring of 2023. While not billed as an observation of an “exceptional” teaching practice, it did permit consideration of what such instructional practices tied to the use of the formative assessment process might look like. Although an out-of-state trip was discussed by the FAME R&D Team, this type of field trip to observe teachers observed in the past did not materialize.

3. Increase Coach Use of Coaching Skills.

In what ways might FAME Coaches confidently support their colleagues in implementing the formative assessment process in classrooms.

Work Carried Out This activity was discussed by FAME leaders at their summer 2022 Retreat. The goal of such an examination was to determine the extent to which FAME Coaches who have participated in Thinking Collaborative programs such as Adaptive Schools and Cognitive Coaching are using the skills learned with their Learning Teams, in group meetings or individual Learning Team member-Coach discussions. In the course of preparing the *Principles for Effective Use of the Formative Assessment Process*, Tara Kintz and Jen Orton discussed how to support Coach learning and Coaches, and this new resource will help to support such work. While the research question was not explored further (due to other priorities for the MAC FAME R&D Team), this new resource might be the beginning of such work in the future.

4. Complete Writing New Going Deeper Resources.

- A. *Building Student Agency* (Going Deeper on SA)
- B. *Going Deeper/ Planning*
- C. *Going Deeper/ Teacher Questioning*

Work Carried Out These are three new “going deeper” guides intended to explore in greater depth the formative assessment practices that teachers engage in while learning about and using the formative assessment process. Each resource provides learning material that goes beyond coverage of these topics in the *FAME Learning Guide*, along with steps that a participant in the FAME program can use to deepen their understanding and use of the practice.

- A. The student agency guide covers what teachers can do to help students take more ownership of their learning. This work was begun in order to investigate the formative assessment process from students’ perspective. The MAC R&D team also sought to develop resources for educator use in promoting student agency. John Lane drafted a comprehensive plan for work on student agency. A past presentation by the R&D team and others at the CCSSO NCSA annual conference provided an opportunity for the team to work with classroom teachers. Tara Kintz and John Lane put together a review of the literature on student agency. In addition, John interviewed a classroom teacher (who is a FAME Lead) on how she promotes student engagement and ownership in her classrooms. While this resource was not completed by the time of writing this summary, completion is expected by the end of summer.
- B. The guide to planning in the formative assessment process is another piece of continuing work that Tara Kintz has been working on and for which completion is expected by the end of summer, after the preparation of this summary of the 2022-23 FAME R&D Team activities.

The goal of this guide is to describe and illustrate in detail how planning for the use of the formative assessment process is different than “lesson planning.” Specifically, in planning for the use of the formative assessment process, teachers need to think through the entire lesson, considering how to engage students in their own learning, when and how to check for student understanding during the lesson, and what to do to keep learning moving forward for students who have made progress in learning and those who have not. This is essentially “pre-teaching” the lesson so that the teacher is prepared for most eventualities that may occur as the lesson unfolds.

- C. The teacher questioning guide is intended to describe different types of questions, and different purposes for using questions, so that teachers can consider using student questions more thoughtfully in the formative assessment process. This guide was not completed by the time of preparing this summary of FAME R&D Team’s work but should be completed by Fall 2023.

5. Complete Writing Other Resources

- A. *Guide to Formative Assessment in Social Studies*
- B. Myths and misunderstandings about formative assessment
- C. Guide to teacher evaluation observation protocols & the FAME FAP (Administrator FA Look For’s)
- D. *Principles for Effective Use of the Formative Assessment Process*

Work Carried Out These three new resources are others that Tara Kintz and John Lane have been working on. Work on each of these is described below.

- A. The *Guide to the Use of the Formative Assessment Process in Social Studies* was completed by Tara Kintz and others from the Michigan Council of Social Studies in Summer 2023. It has joined other comparable guides in early literacy, fine arts, and science. This is a substantive work that illustrates how the formative assessment process can be used in this discipline. The availability of this document has also been added to the *FAME Professional Learning Program – Design Your Journey* to broaden awareness of this new resource.
- B. Work on a “myths and misunderstandings about formative assessment” document has continued throughout 2022-23. While originally conceived of as perhaps a short, two-page listing of both myths and misunderstandings, with commentary about why each is a myth or a misunderstanding, it has taken two paths. First, John Lane and Mary Helen Diegel drafted such a document. More recently, work on this has headed in a somewhat different and more complex direction. John Lane has produced two brief “myths” papers, one that highlighted how direct instruction on formative assessment may not lead to effective *use* of these practices by teachers, which reinforces a basic assumption of the FAME professional learning program that change in teacher instructional practice does not occur from hearing about or reading about formative assessment. The second paper highlighted the need to implement the various elements of the formative assessment process together as a package, not implement single practices out of context (i.e., using exit tickets without considering adjustments to learning or teaching is not using the formative assessment *process*). Additional work on this is anticipated during 2023-24, and might consist of additional lengthier papers, and perhaps, the two-page summary originally thought of.
- C. John Lane has produced crosswalks between five different teacher evaluation frameworks and the FAME Components and Elements. After review of each crosswalk document, these

have been assembled into one overall document, with appropriate introductory commentary and instructions. This document has been completed and is awaiting production to turn it into an attractive and useful resource for showing administrators how their teacher evaluations can also serve to introduce them to how teachers are using formative assessment practices during instruction. John Lane is also in the process of developing another paper that will eventually be published in a new administrator series tentatively titled: “Principal Instructional Leadership and the Formative Assessment Process,” which will provide principals with an overview of instructional leadership and how they can enact instructional leadership practices, using the resources available to them through the FAME program (e.g., *FAME Professional Learning Program – Design Your Journey*; *FAME Self-Reflection Guide*; and the crosswalk now being produced).

D. Tara Kintz developed several drafts of the document which is now called *Principles for Effective Use of the Formative Assessment Process*. The intent of this resource is to describe the steps that teachers might go through to deepen their understanding and use of the formative assessment process in their classrooms. This work came about from the observations of the FAME leadership team from a field trip to Arizona and California in the past. Writing of this resource has been completed and it has moved to production. This resource should be available for use by FAME program participants by Fall 2023.

These new resources will be added to those already available. A complete list of the resources produced for the Michigan FAME program is shown in Attachment A.

6. Create New Resources

During the 2022-23 school year, the FAMR R&D Team came up with ideas for several potential new resources that could support those who participate in the FAME program. These include:

- A. *So, You've Been Named a FAME Coach – Now What?* This resource would be designed for those who are assigned to be Coach a FAME Learning Team but don't know what to expect or where to start, since they did not volunteer to be a Coach.
- B. *Introduction to FAME for School Administrators* – This would be a document for administrators who “appoint” FAME Coaches. Because the administrator who appointed a Coach may not know much about the FAME program, this resource was suggested to let them know what is involved.
- C. *Strengthening the connections between the FAP and ambitious teaching*
- D. *What do students think and say in classrooms where the FAP is being used?*

Work Carried Out – The MAC FAME R&D Team did not initiate work on any of these resources, as the completion of other resources and other FAME work took precedence.

7. Recruit Coaches & team members for discipline FAME teams

Work with discipline professional groups and leaders to encourage members to volunteer to Coach discipline-area FAME Learning Teams or join such a team.

Work Carried Out One discipline-based FAME Learning Team participated in the FAME program in 2022-23. This was a visual arts Learning Team, coached by a visual arts specialist (and then-president of the statewide visual arts education organization). The MAC FAME R&D Team did not study this Learning Team. The team disbanded at the end of the 2022-23 school year. Going into 2023-24, no discipline-specific learning team has been formed by the FAME R&D Team, although such teams may naturally occur as new Coaches volunteer to lead a

Learning Team locally. Currently, there are no plans to determine if this is the case, nor to study them if there are such teams.

8. Write journal articles from CCSSO, NCME, and other FAME presentations.

- A. NCME – Amelia Gotwals and Tara Kintz 2022 presentation
- B. NCME – John Lane questioning presentation
- C. CCSSO – Tara Kintz and Ellen Vorenkamp presentation
- D. CCSSO John Lane, Ed Roeber, Mary Helen Diegel, and Lindsey Howe Using the formative assessment process to achieve equity in student achievement.

Work Carried Out Throughout 2022-23, the FAME R&D Team worked on creating publishable papers from conference presentations made in 2022 and 2023.

- A. NCME – Amelia Gotwals and Tara Kintz 2022 presentation Tara and Amelia submitted a proposal to the special issue on assessment of the Journal of Learning Sciences. They expect to hear back by August and will then determine next steps. Tara and Amelia will meet in the fall to move their other paper forward for submission.
- B. NCME – John Lane questioning presentation John Lane is in the process of revising his conference paper and will submit for review to an academic journal in Summer of 2023.
- C. CCSSO – Tara Kintz and Ellen Vorenkamp presentation Tara spoke with Ellen about publishing this paper through the MAC. Ellen agreed. Tara will review the paper for additional revisions and will submit it to Linda Wacyk for publication.
- D. CCSSO John Lane, Ed Roeber, Mary Helen Diegel, and Lindsey Howe Using the formative assessment process to achieve equity in student achievement. John Lane submitted this for publication at PDK but was rejected. He is considering other publications.

A table that shows the presentations made by FAME R&D Team members with others such as FAME Leads during the past two school years is shown in Attachment B.

9. Prepare proposals for CCSSO, NCME/AERA, and Other Conferences

A priority for the FAME R&D program is to make presentations at national and state assessment conferences to share information about the FAME program and its impacts on students and teachers. The goal is to enhance the visibility of the formative assessment program in Michigan.

Work Carried Out During 2022-23, proposals for the CCSSO National Conference on Student Assessment and the NCME Annual Meeting were prepared. Several sessions were accepted, while others were not. Within Michigan, proposals for presentation at the annual Michigan School Testing Conference, as well as the MAC’s Building a Better Assessment Future conference were prepared after invitations to do so were received.

10. Prepare and Deliver Conference Presentations

A major part of the work of the FAME R&D Team is to prepare presentations about the FAME program and the formative assessment process. As a result of making these national and state presentations, the FAME program has become known as the largest and most effective professional learning program on formative assessment.

Work Carried Out The table below shows the titles of presentations and individuals who make the presentations during 2022-23.

Date	Conference	Session Title	Presenters
June 2022	CCSSO NCSA Conference	Learning from Resources, Using Them in Practice: The Reciprocal Relationship between Resource Development and Practical Implementation	Tara Kintz, John Lane, Ed Roeber, Kristy Walters, and Kim Young
		Implementing Formative Assessment Practices - The Role of Multiple Layers of Sustained Support	Lindsey Howe, Nicole Kantz, Tara Kintz, John Lane, Ed Roeber, and Kim Young
		Helping Local Educators Learn to Use the Formative Assessment Process	Caroline Wiley, Jennifer Wojcik, Kim Young, and Dan Farley
August 2022	Building a Better Assessment Future Conference	KN2 - Reaping the Benefits of Formative Assessment: What teachers need to know and be able to do	Margaret Heritage
		A2 - Yes They Can: Helping students engage in their own learning	Tara Kintz and Mary Helen Diegel
		A3 - The Role of Administrators in Supporting Use of the Formative Assessment Process	John Lane and Lindsey Howe
		A4 - No Fear Factor: Giving teachers the tools, time, and trust they need	LeeAnn Moore and Kristy Walters
April 2023	NCME Annual Conference	Symposium: Connecting Ambitious Teaching and the Formative Assessment Process	
		Overview of the Formative Assessment Process and Challenges to Intentional Implementation	Kristie Walter-Flynn
		• The Link between the Formative Assessment Process and Recent Calls for More Ambitious Teaching	Margaret Heritage
		How Effective Use of Formative Assessment Practices Can Deepen Disciplinary Understandings (and Vice Versa) - Illustrations from the Disciplines	Amelia Wenk Gotwals and Tara Kintz
		Teacher Questioning in the Context of the Formative Assessment Process	John Lane
		• Teacher Innovation in Response to Current Educational Needs: Factors that Support Teacher Learning about the Formative Assessment Process	Tara Kintz and Ellen Vorenkamp
		Discussion	Ed Roeber

Date	Conference	Session Title	Presenters
June 2023	CCSSO NCSA Conference	Assuring Equity in Achievement Through Effective Use of the Formative Assessment Process	John Lane, Tara Kintz, and Ed Roeber
August 2023	Building a Better Assessment Future Conference	Keynote - Ambitious Teaching with the Skillful Use of the Formative Assessment Process: The pathway to our preferred future	Caroline Wiley
		B1 - Moving from Theory to ACTION: Implementing ambitious teaching through the formative assessment process	Marla Kepsel and Ellen Vorenkamp
		B2 - Rigor and Resilience: Connecting the formative assessment process and SEL	Heather Vaughan Southard and Tara Kintz
		B3 - The Future of Formative Assessment: ALL Classrooms, ALL Students	Kristy Walters and Alecia Hoppa
		B4 - The future of assessment through the lens of equitable data collection and use (Part I)	Amy Colton and Ginni Winters
		B5 - Level-Up: Using the formative assessment process in the classroom to support ALL students in becoming lifelong learners	Mary Helen Diegel, Stan Masters, and John Lane

As the program year ends, R&D team members continue to submit conference proposals. This will continue as new calls for proposals are issued from additional organizations.

11. Ongoing Activities

- A. Prepare Articles for *FAME News and Notes*
- B. Conduct Periodic Surveys of Coaches
- C. Conduct Annual Surveys of Coaches and Learning Team Members
- D. Prepare for FAME Lead Meetings
- E. Prepare Annual Report

Work Carried Out -

- A. Prepare Articles for FAME News and Notes Tara Kintz prepared several items for use in the periodic FAME newsletter. This included information about new resources, as well as Coach quotes that supported the value of the FAME program.
- B. Conduct Periodic Surveys of Coaches Tara Kintz and Meg Turner continue to administer periodic surveys to FAME Coaches five times during the school year. Each time, the short survey serves to obtain information on Coach and Learning Teams activities, as well as to indicate the types of needs and requests for resources Coaches might have (some of these may indicate resources needs that the R&D Team could address), in ways that provides information for the Leads. The goal is to provide ongoing support to the Coaches from the FAME Leads.

It should be noted that the work on the periodic survey is substantial since it not just a data collection effort to be analyzed for research purposes. Instead, Tara and Meg create a summary of the surveys from all Coaches assigned to each of the 11 FAME Leads, as well as the individual survey responses of each Coach. This means considerable work in organizing 11 separate data collections five times during the school year, monitoring the return rates, sending reminder notes, and then carefully reviewing the individual Coach responses and notes for each of the 11 Leads about what formative assessment work Coaches are engaged in, what supports the Coaches appear to need, and other comments that will be useful to each Lead in supporting their cohorts of Coaches. This results in 11 summary reports (one for each Lead) with the survey results from each Coach for a Lead sent as attachments to a cover email.

The Coaches participating in the three districtwide FAME program were sent their periodic surveys by the FAME Lead assigned to these districts, and their responses were summarized separately.

The five Coach surveys are summarized for use in the annual Lead retreat as well as in this report (see Attachment C). This is truly a time-consuming activity, yet it yields invaluable information for the FAME Leads and FAME program manager. Tara Kintz and Meg Turner have made this survey a useful tool for Leads to monitor and support the work on formative assessment of the Coaches assigned to them.

- C. Conduct Annual Surveys of Coaches and Learning Team Members Tara Kintz and Meg Turner with support from others on the MAC R&D team once again carried out the annual survey of all first year and returning FAME Coaches, using many of the same questions used in the past, as well as new ones added to capture changes in the FAME experiences of Coaches. The annual survey of Learning Team members was restored this year, the first time in three years that this data was collected.

Considerable time was spent on the design of the survey. The surveys used are shown in Attachments D (Coach survey) and E (Learning Team member survey). Once the surveys were sent to Coaches and Learning Team members, considerable additional time was spent in administering the surveys, such as sending several reminder notes to non-responding Coaches. Also, Tara Kintz, Meg Turner, and John Lane spent considerable time coding Coach responses to the open-response questions, creating comprehensive lists of these responses, summarizing these responses into useful categories, and then creating tables and graphical displays of these results for use in presentations to the FAME Leads and others.

The summary of survey results is provided in Attachment F (Coach) and G (Learning Team members). These include summaries of the results from the open-response questions.

- D. Prepare for FAME Lead Meetings The FAME R&D team routinely provided requested materials for each FAME Lead planning meeting. In some cases, resources created for other purposes were shared with the Leads for their review and improvement. In other cases, resources specific to the Lead meeting were created and presented. See also section 23 above.
- E. Prepare Annual Report As is typical each year, Ed Roeber, with the assistance of Tara Kintz, John Lane, and Meg Turner compile information on the activities of the MAC FAME R&D

team. This written report is authored by Ed Roeber. The annual report is slated to be completed in August 2023.

12. Produce new papers and publications for FAME and about the formative assessment process.

Work Carried Out During the course of the 2022-23 school year, members of the FAME R&D Team produced several new resources for the FAME program. They did so alone, working with others in the FAME program, or with other colleagues. The publications produced by the MAC FAME R&D Team, or under development by them, whether in 2022-23 or before, are shown in Attachment A.

Summary The MAC FAME R&D Team, small by mighty, continues to provide valuable support to the FAME professional learning program and participants in it, including the FAME program manager, the FAME Leads, FAME Coaches and their Learning Team members. Several new resources are under development and others are pending. Useful research information is being collected when new initiatives (e.g., districtwide or non-traditional FAME participation) are taking place. All of these efforts by the FAME R&D Team are designed to keep the MDE FAME program as the most valuable and valued professional learning program about the formative assessment process in the U.S.

Attachments

<u>Letter</u>	<u>Title</u>
A	Resources for the Formative Assessment for Michigan Educators Program
B	MAC FAME R&D Team Presentations and Conference Papers
C	FAME Coach Update Survey Summary 2022-23
D	Final FAME EOY Coach Survey
E	Final FAME EOY Learning Team Member Survey
F	FAME Coach EOY Summary Report 2022-23
G	FAME Learning Team Member EOY Summary Report 2022-23

ATTACHMENT A

**Resources Produced for the Formative Assessment for
Michigan Educators Program**

**Michigan Assessment Consortium
Research & Development Team**

**August 2022
Version 3.0**

FAME Resources Compendium

August 2023

Why the Formative Assessment Process Matters – These resources are for FAME participants who wish to share the nature and advantages of using the formative assessment process with others. Audience: Students and their families, teachers, school administrators, local policymakers – anyone who is not familiar with FAME or the formative assessment process.

Resource	URL
What do Local and State Policymakers Need to Know about the Formative Assessment Process?	https://tinyurl.com/yxnevon5
What do Administrators Need to Know about the Formative Assessment Process?	https://tinyurl.com/y4zjspbf
What do Teachers Need to Know about the Formative Assessment Process?	https://tinyurl.com/y685m9sa
What do Students and Their Families Need to Know about the Formative Assessment Process?	https://tinyurl.com/y4ddb6mj

Focus on FAME – These resources describe useful ideas for FAME participants based on research by the FAME R&D Team. Audience: FAME Coaches and Learning Team Members.

	Resource	URL
1	How can administrators support teacher learning about formative assessment and the FAME program?	https://tinyurl.com/y6zpltyx
2	What strategies do schools use that are able to effectively integrate FAME into other state, district, or school initiatives?	https://tinyurl.com/y6ybytb9
3	Through the lens: The use of video for professional development in FAME	https://tinyurl.com/y4kd9m5r
4	What are the optimal conditions for implementing formative assessment (and the FAME program) in the classroom?	https://tinyurl.com/yydkh836
5	Principles of formative assessment	https://tinyurl.com/y3gsqtyt
6	What are the benefits of using the formative assessment process?	https://tinyurl.com/y48jfojb
7	Virtual FAME Learning Team meetings – not the enemy, just a different way to meet!	https://tinyurl.com/y4kd9m5r

Case Studies – These resources describe innovative approaches to FAME participation that might inspire replication elsewhere. Explore these success stories! Audience: FAME Coaches and Learning Team Members.

Resource	URL
The Muskegon Story: Building Trust, Raising Expectations	https://tinyurl.com/y4ykn27b
The Kingsley Story: A Principal Embraces Instructional Leadership	https://tinyurl.com/y5q8jafh
There's Always Something Good Happening in Corunna	https://tinyurl.com/yyylgtjd
There's STILL Always Something Good Happening in Corunna!	https://tinyurl.com/y6q689kp
The Hesperia Story: The Focus is on the Students	https://tinyurl.com/y2k683n6
The Springport FAME Learning Team – Support for Teachers, Growth for Students	https://tinyurl.com/yyja6aac
Those who can TEACH...and teach EFFECTIVELY!	https://tinyurl.com/yykza379
Think You Know About Formative Assessment ... Think Again!	https://tinyurl.com/y6hndd6m
Lakeland High School: A Close Look at a First-Year FAME Learning Team	https://tinyurl.com/yy35ff9k
FAME Leads – A Case Study in State and Local Leadership	https://tinyurl.com/2p9h35rp

Enacting Formative Assessment Practices with Students in the Virtual Environment	https://tinyurl.com/2beyykyy
The Genesee Three: Strengthening Formative Assessment Practices	https://tinyurl.com/336d6hd8
Michigan Great Lakes Virtual Academy: A Case Study in How Participation in FAME Cultivates Teacher Leadership	https://tinyurl.com/2p9ycn7p

FAME Learning Points and Related Resources – A number of FAME-related resources were produced for the MAC’s Assessment Learning Network to describe the overall formative assessment process, providing a brief, two-page overview of each FAME Element. Audience: Educators and others who wish to know more about the overall formative assessment process, the FAME definition of formative assessment, and the Elements included in the FAME program.

	Resource	URL
LP	What do we mean by formative assessment?	https://tinyurl.com/yad5w4an
RS	Overview of the FAME Formative Assessment Process	https://tinyurl.com/y8e4pewy
LP	<u>What conditions are necessary for successful implementation of formative assessment?</u>	https://tinyurl.com/y8amukep
1.1	<u>Planning: What role does it play in the formative assessment process?</u>	https://tinyurl.com/y88sqgkn
2.1	What are learning targets?	https://tinyurl.com/ybg4z7tc
2.2	What are learning progressions?	https://tinyurl.com/ybh4exqp
2.3	Models of proficient achievement - why are they important?	https://tinyurl.com/y6acqxed
3.1	Activating prior knowledge: Why is it important in the formative assessment process?	https://tinyurl.com/y3mw9dcm
3.2	What is gathering evidence of student understanding?	https://tinyurl.com/y4foqvzk
3.3	What are teacher questioning strategies?	http://tinyurl.com/wu5lzok
3.4	What is skillful use of questions?	https://tinyurl.com/y3zk3gbh
4.1	What is formative feedback? Why is feedback from the teacher important?	https://tinyurl.com/yyvwzkkx
4.2	What is feedback from peers?	https://tinyurl.com/y66mnzdx
4.3	What is self-assessment?	https://tinyurl.com/yxj68pff
5.1	What are adjustments to teaching?	https://tinyurl.com/y43tptff
5.2	What are adjustments to learning?	https://tinyurl.com/y32wdap3
LP	What is learner agency?	https://tinyurl.com/y3lyznd9
TP	Deforming the formative: How a summative mindset thwarts the aims of formative assessment	https://tinyurl.com/y3zyqspj
LP	Formative assessmentS or formative assessment – The “s” makes the difference	https://tinyurl.com/3cw47mrd
AR	Developing and sustaining a lasting professional learning program	https://tinyurl.com/y4owmnfc

FAME Coach and Learning Team Resources – These resources were created to assist Coaches and their Learning Teams engage in the types of professional learning intended for FAME teams.

Resource	URL
Introduction to FAME for Coaches	https://tinyurl.com/2p9ycn7p
FAME Team Expectations	https://tinyurl.com/mujnezr8
FAME Components and Elements At-a-Glance	https://tinyurl.com/h83fwj8b
FAME Professional Learning: Design Your Journey	https://bit.ly/3zVpm9p

Advanced FAME Learning Resources

There are a number of ways that FAME Learning Teams can continue their journey in learning about and learning to use the formative assessment process. These include continued use of resources such as the FAME Learning Guide which teams have used in their initial time in the FAME program, as well as three additional types of resources – the FAME Self-Reflection Guide, various Going Deeper guides, and guides to the use of the formative assessment process in various disciplines. FAME Learning Teams are encouraged to use any of these resources and do so in the manner that makes sense to the members of the Learning Team. There is no prescribed order in using these resources, nor do they are need to be used. Select the resources that make sense to the Team, and proceed in using them on the schedule that suits the Team.

Self-Reflection Guide - The goal of this *Formative Assessment Self-Reflection Guide* is to provide a resource for classroom teachers who wish to reflect and build upon their use of the FAME formative assessment process in their instruction. By using the Guide, teachers will be able to examine their instruction, reflect on areas for improvement, seek to improve their use of the formative assessment process, and observe changes in instruction over time. To assist in this self-reflection effort, stages of practice (“Stages”) are written for the FAME Components and Elements to help teachers more effectively use the formative assessment process. The Guide is intended for use in both self-reflection and peer-assisted self-reflection of instruction and student learning, rather than for formal educator evaluation activities.

Resource	URL
Formative Assessment Self-Reflection Guide Introduction	https://vimeo.com/637540347/e18df974fb
Formative Assessment Self-Reflection Guide	https://tinyurl.com/4vhfbc25

Going Deeper Guides – These guides provide extensive information and ideas for FAME participants who wish to deepen their understanding and increase their use of selected formative assessment practices. Once teachers have read about a FAME formative assessment element, discussed it, perhaps viewed videos of its use, and reflected on their use of the element in their daily classroom instruction, these educators may be ready to consider how to deepen their use of that practice. The FAME R&D team has created several resources for these educators, and others are under development. Audience: Returning FAME Coaches and Learning Team Members.

	Resource	URL
4.0	A Guide to Providing Formative Feedback to Engage Students in the Formative Assessment Process	https://tinyurl.com/yyf69gct
4.3	A Guide to Self-Assessment – Activating Learners as Resources for Themselves	https://tinyurl.com/4njnxjm4
4.2	A Guide to Peer Assessment – Activating Learners as Resources for Each Other	https://tinyurl.com/5ak8pr6a
1.0	A Guide to Planning in the FAME Formative Assessment Process	Under Development
5.2	A Guide to Activating Students as Agents of their Own Learning	Under Development
3.3/ 3.4	A Guide to Assisting Teachers’ to Use Questioning Strategies Skillfully	Under Development

Content-Area Formative Assessment Guides – These guides illustrate and describe how the use of the formative assessment process in content areas can both improve teachers’ disciplinary understanding and use of the formative assessment process. Audience: FAME Coaches and Learning Team Members.

Content Area	URL/Status
Guide to the Use of the Formative Assessment Process in Science	http://famemichigan.org/wp-content/uploads/2022/05/FAMEGuide_Science.pdf
Guide to the Use of the Formative Assessment Process in the Arts	https://famemichigan.org/wp-content/uploads/2022/05/FAMEGuide_FineArts_web.pdf

Guide to the Use of the Formative Assessment Process in Early Literacy	https://famemichigan.org/wp-content/uploads/2022/05/FAMEGuide_EarlyLiteracy.pdf
Guide to the Use of the Formative Assessment Process in Social Studies	https://famemichigan.org/wp-content/uploads/2023/07/FAMEGuide_SocialStudies.pdf
Guide to the Use of the Formative Assessment Process in Mathematics	Not yet started

Attachment B

MAC FAME R&D Team Presentations and Conference Papers

Presentation (PPT) Title	Presenter(s)	Paper Provided at Presentation?	Post-Presentation Publication?
2022 MSTC			
WS9 - Enhancing Teachers' Disciplinary Knowledge in Support of the Effective Use of the Formative Assessment Process	Ellen Vorenkamp, Kim Young, Margaret Heritage, Mary Starr, Stan Masters, Melissa Wing, and Kathleen Miller	None	None
Keynote - Formative Assessment in Support of Thinking-Centered Learning	Margaret Heritage	None	None
A5 - FAME: Assessment Picker-Upper	Lindsey Howe, Kristy Walters, and Kim Young	None	None
A6 - The Feedback Loop: Leveraging the Power of Feedback	Ellen Vorenkamp and Tara Kintz	None	None
B3 - Formative Assessment and MTSS: Process and Systems	Ellen Vorenkamp, Stan Masters	None	None
C2 - First There was FAME... Now There is Achieving Balance in Classroom Assessment	<i>Terri Portice, Mary Ruth Bird, Tamara Webster, and Ellen Vorenkamp</i>	None	None
D2 - What Educators Need to Know about the Formative Assessment Process in the Disciplines	Ellen Vorenkamp and Kim Young	None	None
E1 - Discussion Protocols and their Role in the Formative Assessment Process	Kristy Walters	None	None
E3 - Let's Give Students a Voice! Engage Them In The Assessment Process!	Ellen Vorenkamp	None	None
F1 - Valuing Children's Differences as Formative Assessment Opportunities	Kristi Hanby and Rusty Anderson	None	None
2023 MSTC			
WS 4 - Ambitious Teaching and the Formative Assessment Process	Kristy Walters-Flynn and Kimberly Young	None	None
A4 - Building a Classroom Environment to Support the Use of the Formative Assessment Process	Kristy Walters and Mary Helen Diegel	None	None
B3 - Promoting Equity through the Formative Assessment Process	Steven Snead	None	None

C3 - Michigan II Formative Assessment Process and MTSS: A Perfect Pairing!	Ellen Vorenkamp and Nicole Kalhmbach	None	None
C6 - Petite II What Do Students Really Need? Deepening Disciplinary and Culturally Responsive-Sustaining Understanding in the Formative Assessment Process	Tara Kintz and Amelia Wenk Gotwals	None	None
D6 - Planning in the Formative Assessment Process versus Lesson Planning – What’s the Difference?	Tara Kintz, Joh Lane, and Kristy Walters	None	None
E2 - Peer and Self-Assessment and the Effective Use of Questioning	John Lane and Kristy Walters	None	None
F1 - FAME - 15 Years and it’s “Crystal Clear” that Teacher Collaboration is Essential	Tara Kintz and Lindsey Howe	None	None
2022 CCSSO NCSA			
Learning from Resources, Using Them in Practice: The Reciprocal Relationship between Resource Development and Practical Implementation	Tara Kintz, John Lane, Ed Roeber, Kristy Walters, and Kim Young	None	None
Implementing Formative Assessment Practices – The Role of Multiple Layers of Sustained Support	Lindsey Howe, Nicole Kantz, Tara Kintz, John Lane, Ed Roeber, and Kim Young	None	None
Helping Local Educators Learn to Use the Formative Assessment Process	Caroline Wiley, Jennifer Wojcik, Kim Young, and Dan Farley	None	None
2023 CCSSO NCSA			
Assuring Equity in Achievement Through Effective Use of the Formative Assessment Process	John Lane, Tara Kintz, and Ed Roeber	None	Journal Article in Preparation
2022 NCME			
Symposium: Connecting Ambitious Teaching and the Formative Assessment Process			
<ul style="list-style-type: none"> Overview of the Formative Assessment Process and Challenges to Intentional Implementation 	Kristie Walter-Flynn	Kristie Walter-Flynn	[Uncertain]
<ul style="list-style-type: none"> The Link between the Formative Assessment Process and Recent Calls for More Ambitious Teaching 	Margaret Heritage	Margaret Heritage	[Uncertain]

<ul style="list-style-type: none"> • How Effective Use of Formative Assessment Practices Can Deepen Disciplinary Understandings (and Vice Versa) – Illustrations from the Disciplines 	Amelia Wenk Gotwals and Tara Kintz	Amelia Wenk Gotwals and Tara Kintz	Journal Article in Preparation
<ul style="list-style-type: none"> • Teacher Questioning in the Context of the Formative Assessment Process 	John Lane	John Lane	Journal Article in Preparation
<ul style="list-style-type: none"> • Teacher Innovation in Response to Current Educational Needs: • Factors that Support Teacher Learning about the Formative Assessment Process 	Tara Kintz and Ellen Vorenkamp	Tara Kintz and Ellen Vorenkamp	Will be MAC-Only Resource
Discussion	Ed Roeber	None	None
2023 NCME			
Symposium: Gauging Student Understanding in the Moment through the Formative Assessment Process			
<ul style="list-style-type: none"> • Overview of the Formative Assessment Process 	Kristy Walters Flynn	Kristy Walters Flynn	[Uncertain]
<ul style="list-style-type: none"> • Tightening the Links among Eliciting Evidence of Student Understanding, Feedback and Decision Making in Classroom Assessment 	Margaret Heritage	Margaret Heritage	[Uncertain]
<ul style="list-style-type: none"> • How Effective Use of Formative Assessment Practices in the Disciplines can Tighten Eliciting Evidence of Student Understanding, Feedback, and Decision Making 	Tara Kintz and Amelia Wenk Gotwals	Tara Kintz and Amelia Wenk Gotwals	Journal Article in Preparation
<ul style="list-style-type: none"> • Understanding Eliciting Evidence of Student Understanding, Feedback, and Decision Making: Evidence from One Classroom 	John Lane	John Lane	Journal Article in Preparation
• Discussion	Ed Roeber	None	None
2022 BBAF			
KN2 - Reaping the Benefits of Formative Assessment: What teachers need to know and be able to do	Margaret Heritage	None	None
A2 - Yes They Can: Helping students engage in their own learning	Tara Kintz and Mary Helen Diegel	None	None

A3: The Role of Administrators in Supporting Use of the Formative Assessment Process	John Lane and Lindsey Howe	None	None
A4: No Fear Factor: Giving teachers the tools, time, and trust they need	LeeAnn Moore and Kristy Walters	None	None
2023 BBAF			
Keynote - Ambitious Teaching with the Skillful Use of the Formative Assessment Process: The pathway to our preferred future	Caroline Wiley	None	None
B1 - Moving from Theory to ACTION: Implementing ambitious teaching through the formative assessment process	Marla Kepsel and Ellen Vorenkamp	None	None
B2 - Rigor and Resilience: Connecting the formative assessment process and SEL	Heather Vaughan Southard and Tara Kintz	None	None
B3 - The Future of Formative Assessment: ALL Classrooms, ALL Students	Kristy Walters and Alecia Hoppa	None	None
B4 - The future of assessment through the lens of equitable data collection and use (Part I)	Amy Colton and Ginni Winters	None	None
B5 - Level-Up: Using the formative assessment process in the classroom to support ALL students in becoming lifelong learners	Mary Helen Diegel, Stan Masters and John Lane	None	None

ATTACHMENT C

**FAME Coach Update
Survey Data Summary 2022-2023**

**Prepared by
Tara Kintz and Meg Turner**

**Michigan Assessment Consortium
August 2023**

FAME Coach Update Survey Data Summary 2022-23

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 2022-23 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 2022-23 school year. The goal of the survey data was to assist the FAME leadership team, especially the Regional Leads, to provide the support and resources coaches needed to make their FAME experience as useful as possible. The information was intended to help the Regional Leads know what the Coaches and Learning Teams were working on as well as support and resources coaches needed to improve their FAME work. A selection of survey responses were shared with the Regional Leads, MDE, and the MAC research and development team during the school year as data from each survey was analyzed. This summary provides a comprehensive report of the FAME 2022-2023 Coach Update Survey data.

Survey

Throughout the 2022-23 school year, a periodic coach update survey was administered to coaches for each of the eleven Regional Leads and three participating focal districts. On each occasion the survey contained 5 questions focused on the Learning Team meetings, learning about and implementing the formative assessment process, and any requests for additional support. There are 3-4 questions that are consistent throughout the year and 1-2 survey questions that are customized to gather information that is responsive to Coach experiences and useful for FAME Leadership. The full set of periodic survey questions used is shown below:

Questions	FALL FAME Coach Update Survey	November FAME Coach Update Survey 2022	January FAME Coach Update Survey 2023	February FAME Coach Update Survey 2023	March FAME Coach Update Survey 2023
Question 1:	What motivated you to be a FAME Coach?	Did you meet with your Learning Team during the months of November and/or December?	Did you meet with your Learning Team during the month of January?	Did you meet with your Learning Team during the month of February?	Did you meet with your Learning Team during the month of March?
Question 2:	How would you describe your knowledge and understanding of the formative assessment process?	What is something that has been effective for you in supporting educator learning about the formative assessment process?	What was the format for your meetings with your Learning Team?	What was the format for your meetings with your Learning Team?	Please indicate the formative assessment Component(s) your Learning Team discussed and/or were the focus of your Learning Team meeting. (Check all that apply):
Question 3:	In your role as a Coach, what might be ways you are planning to support the learning of your Learning Team this year?	Please indicate the formative assessment Component(s) your Learning Team discussed and/or were the focus of your Learning Team meeting. (Check all that apply):	Please indicate the formative assessment Component(s) your Learning Team discussed and/or were the focus of your Learning Team meeting. (Check all that apply):	Please indicate the formative assessment Component(s) your Learning Team discussed and/or were the focus of your Learning Team meeting. (Check all that apply):	As you think about the formative assessment process, what difference do you see it making for students in the classroom or what are you hearing about the difference it makes for students from team members?
Question 4:	There are five components of the formative assessment process in FAME. Which formative assessment Component(s) are you most looking forward to learning about, discussing, and implementing in classrooms with your Learning Team? (Check all that apply):	What characteristics from an administrator do you find to be most helpful? (Select all that apply.)	As you think about the teachers you are working with on the formative assessment process, what are you now seeing or hearing as they share about their practice?	Please share specific resources, trainings, books, or other experiences and materials that have been most effective for you in supporting educator implementations of the formative assessment process.	What might be some ways you are using student evidence to inform instructional decisions or what are you learning about this from team members?
Question 5:	What further support would be most helpful? (Please specify in the text boxes as needed.)	What further support would be most helpful? (Please specify in the text boxes as needed.) Other (Please specify)	What further support would be most helpful? (Please specify in the text boxes as needed.)	What further support would be most helpful? (Please specify in the text boxes as needed.)	What further support would be most helpful? (Please specify in the text boxes as needed.)

The first survey included questions that were different from the consistent questions included in the four other surveys. The survey was administered to approximately 195 Coaches assigned to a Lead and 64 District Coaches at 5 different time points over the course of the 2022-23 school year.¹ The average response rate to the FAME Coach Update Survey was 41%. The last Coach Update

¹ Note: To provide sufficient time for the Regional Lead to respond to the Coaches and support their work, the FAME Coach Update Survey was administered three times (Fall, December/January, March) to two of the districts.

Survey administration for April was replaced by the FAME Coach End of the Year Survey. The End of the Year Coach Survey was administered to all Coaches in May 2023. The survey data from the periodic Coach Update Surveys was administered to groups of Coaches assigned to each of the 11 different Regional Leads or in the three school districts, and then the data was combined in the following summary for all of the Leads, where possible overall, Coaches assigned to a Lead, and Coaches from the three focal districts are shown side-by-side to illustrate any differences that may exist. **Note: The two groups will be referred to as Coaches Assigned to a Lead and District Coaches in this summary for the ease of the reader.**

Overview

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

This summary provides an overview of the survey data collected over the 2022-23 school year from the FAME Coaches on their work with their FAME Learning Teams. The analysis provides a summary of the main questions included in the Coach Update Surveys. In addition, information is provided for additional questions that were added to the survey monthly.

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

Further information about the Coach and Learning Team members' work on the FAME Learning Teams and the formative assessment process can be found in the reports from the End of the Year Coach and LTM Surveys, 2022-23. The results are synthesized here from the complete coding and analysis of the data. **Summary of Monthly Coach Survey Data**

Overall, the monthly Coach update survey data indicated that teams varied in the extent to which they met on a monthly basis and the topics they discussed. Compared to previous years, there was greater variation of the questions each month, but where possible, trends are shown over the

course of the school year, district differences are noted, and information is provided on how the data compares to the prior year’s Coach Update survey results.

Motivation to Become a FAME Coach

The Fall FAME Coach Update Survey asked Coaches assigned to a Lead about their motivation to become a FAME Coach. Table 1 below shows the category, frequency and examples for the Coach responses to the question: *What motivated you to be a FAME Coach?* Most commonly, Coaches assigned to a Lead indicated that the top three reasons were: Formative Assessment Professional Learning and Implementation (29); District or School Initiative or Recommendation (19); and Collaborative Leading, Learning, and Supporting Others (14).

Last year, 38 of the 72 Coaches who responded to this question indicated that the primary reason they became a FAME Coach was to understand and implement the formative assessment process. Many of these responses included an awareness of the value of the formative assessment process and the promise of formative assessment as a high-leverage practice to promote student learning.

Table 1. Motivation to Become a FAME Coach		
Category	Frequency	Example
Formative Assessment Professional Learning and Implementation	Assigned to a Lead: 29	<p><i>My desire to use formative assessment process in my classroom and to develop my skills and understanding of it. Also to share my understandings with my peers.</i></p> <p><i>Formative assessment is essential to learning and I wanted to be able to better support my staff in utilizing it well.</i></p> <p><i>We wanted a focus on formative assessment within our PLC process as a district. After the first training I went to I was completely invested.</i></p> <p><i>I was excited about what the other FAME teams in the district were learning and sharing with the group.</i></p>
District or School Initiative and Recommendation	Assigned to a Lead: 19	<p><i>All Instructional Coaches for FHPS are becoming FAME coaches. We are committed to best practice and to supporting our teachers and principals in their implementation of best practices to help support student achievement. FAME - specifically the formative</i></p>

		<p><i>assessment process aligns with this.</i></p> <p><i>Becoming a coach at my school. My mentor coach was a FAME coach and encouraged me to become a FAME coach.</i></p> <p><i>My principal asked me if I would take on this leadership role.</i></p> <p><i>I was told this was a great program.</i></p>
<p>Collaborative Learning, Leading, and Supporting Others</p>	<p>Assigned to a Lead: 14</p>	<p><i>It reminded me of my experiences with the National Writing Project and the idea of teachers helping each other improve by reflecting upon our own experience, sharing our knowledge, and working together.</i></p> <p><i>I was motivated to become a FAME coach to support my district by building teacher capacity which in turn will help students.</i></p> <p><i>Desire to grow in my leadership and equip me to guide teachers to boost student achievement through data-informed instruction</i></p> <p><i>Being a participant of a FAME team, I was inspired by the Launch and the learning we did as a team. I wanted to be more involved and help support others.</i></p>
<p>Promote Student Learning Outcomes</p>	<p>Assigned to a Lead: 7</p>	<p><i>Believe very strongly and equity and opportunities for students to demonstrate their learning. The adoption of formative assessment practices will benefit students that traditionally might limit themselves because of initial struggles.</i></p> <p><i>I appreciate an initiative that gives students a fair chance to show what they know, set goals to improve, take one strategic action and earn better grades.</i></p> <p><i>Interested in how to meet all students' needs</i></p>
<p>Professional Learning Opportunities and Resources</p>	<p>Assigned to a Lead: 5</p>	<p><i>It is a personal growth thing for me - I am a strong facilitator and consultant but truly struggle with individual coaching. I am such a "fixer" and that isn't always what a system, or individual staff needs - coaching is a vital part of my work and I need to improve in this space.</i></p> <p><i>Access to high-quality PD and network of support.</i></p>

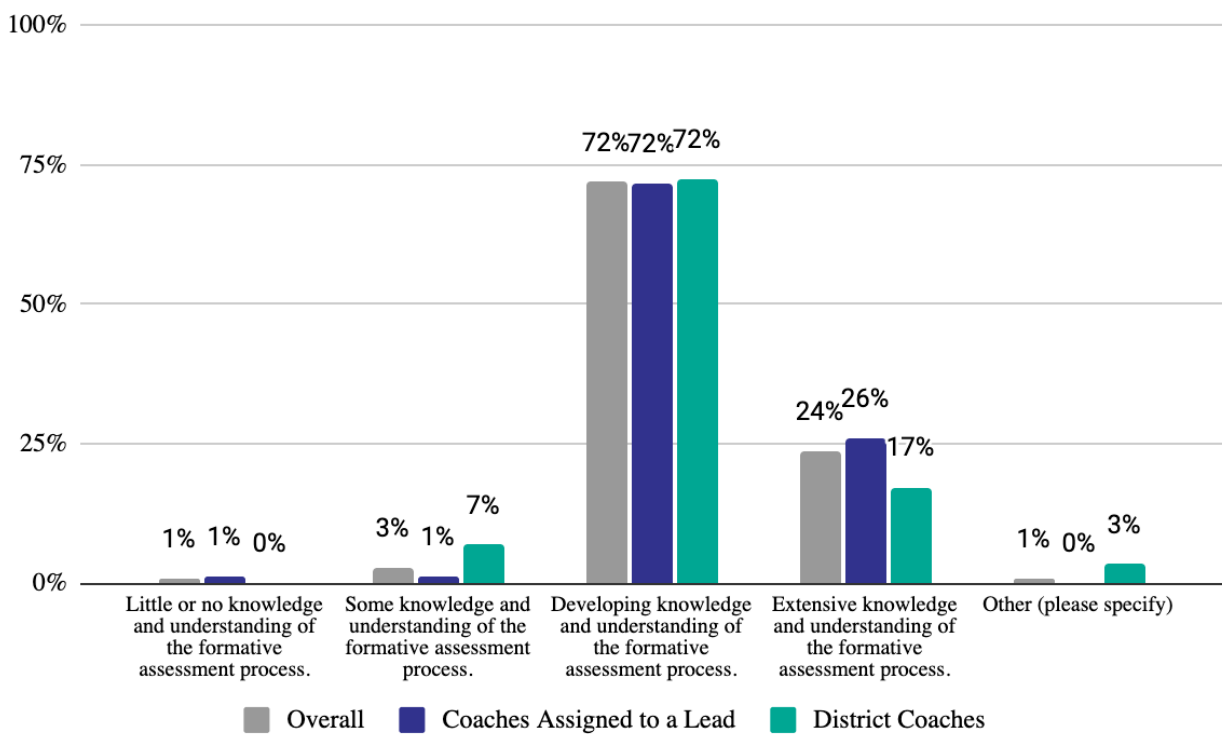
		<p><i>I wanted to access the amazing resources available through FAME</i></p> <p><i>The professional development and pedagogical learning I would receive.</i></p>
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Table 2 below shows the category, frequency, and examples for the District Coach responses to the similar question: *How did you become a FAME Coach?* District Coaches were more likely to have been nominated or selected for this role than volunteered (which is the more traditional route into the FAME program).

Table 2. District Process to Become a FAME Coach		
Category	Frequency	Example
Nominated, Asked, or Selected for the Role	District: 15	<p><i>I was told by administration that I was a FAME coach.</i></p> <p><i>I was selected by an administrator.</i></p> <p><i>I was asked to be a coach because I am on our district school improvement team and social studies department chair.</i></p>
Volunteered	District: 11	<p><i>The district sent an email and I said yes.</i></p> <p><i>I have the training background that lends itself to this work. I offered to be one of the representatives if classroom teachers did not step up.</i></p> <p><i>I offered to take on this role for our school team.</i></p>
Part of Role	District: 4	<p><i>New principal at the school</i></p> <p><i>Department head</i></p> <p><i>It was assigned to me, because I am a department chair</i></p>
Leadership Opportunity	District: 1	<i>I became a FAME Coach after having a conversation with my principal about taking on additional leadership opportunities.</i>

The second question of the Fall FAME Coach Update Survey asked about the Coach’s knowledge and understanding of the formative assessment process. The question asked: *How would you describe your knowledge and understanding of the formative assessment process?* Nearly all Coaches, across both populations, had the following response: “developing knowledge and understanding of the formative assessment process.” The next most common response from Coaches was that nearly a quarter of Coaches reported having an “extensive knowledge and understanding.” These responses include first year Coaches through Coaches who had been involved in the FAME program for several years. Overall, these responses indicate that the majority of Coaches report their knowledge and understanding of the formative assessment process is developing or extensive.

Figure 1. Knowledge and Understanding of the Formative Assessment Process, 2022-2023



Looking back at the data from the previous year, 2021-22, 47% of Coaches indicated that they had a “developing knowledge or understanding” and 39% had “extensive knowledge or understanding.” Another 10% of Coaches indicated that they had “some knowledge and understanding of the formative assessment process.” This indicated a wider spread of Coaches’ self-reported knowledge than we see in Figure 1 from this school year.

Plans to Support the Learning of Learning Team Members

Another question on the Fall FAME Coach Update Survey asked: *In your role as a Coach, what might be ways you are planning to support the learning of your Learning Team this year?* Overall, Coaches planned to support by providing encouragement, support, and/or resources (32 total; a breakdown by population can be found in Table 3 below). The other two categories that were the most common were: collaborative learning about formative assessment (27 total) and facilitating implementation (18 total).

Table 3. Plans to Support the Learning of Learning Team Members		
Category	Frequency	Example
Providing Encouragement, Support, and/or Resources	Assigned to a Lead: 21	<i>Helping them to find ways that they are already using formative assessment and ways to tweak what they are using.</i> <i>I plan to gauge their understanding and expose them to the available resources</i>
	District: 11	<i>Share resources and examples of ways to include formative assessment in daily teaching.</i>
Collaborative Learning About Formative Assessment	Assigned to a Lead: 20	<i>As an instruction team, we spend time at our weekly meetings learning about the formative assessment process in FAME.</i>
	District: 7	<i>To facilitate department meetings that utilize the FAME components/elements to establish learning goals and processes. As a department we have chosen components and elements to focus on (based on identified need) and established manageable goals and processes to meet the identified needs.</i>
Facilitate Implementation: Planning, Practice, Reflection, Observe, Model, and Provide Feedback	Assigned to a Lead: 11	<i>I would also love to model for them what I know has been successful for my PLC team within my department and work with them to develop effective practices in their own classrooms and PLCs.</i>
	District: 3	<i>Observe them teach. Reaffirm the things that they are already doing. Offer suggestions through brainstorming.</i>
Other or N/A or Consultant Support	Assigned to a Lead: 2	<i>I am an ISD Literacy Coach and I integrate my learning from FAME into literacy coaching with teachers and principals. I am constantly advocating for our districts to have teachers participate in FAME. It has been helpful to go through the FAME program so I</i>

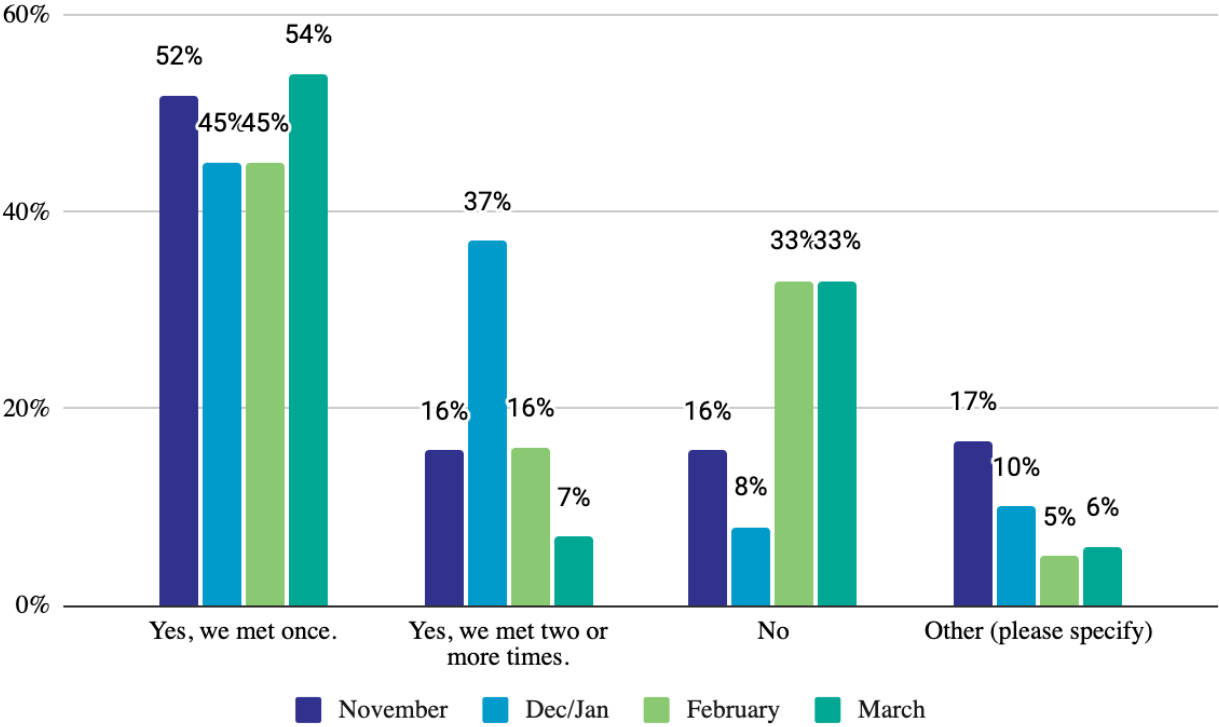
		<i>can answer district questions about FAME or assessment literacy.</i>
	District: 5	
Skillful and Effective Meeting Facilitation	Assigned to a Lead: 5	<i>I am still trying to figure that part out. We just got started and our allocated meeting time is limited. Our district FAME coaches have a meeting with administrators in a couple weeks, so I hope to know more then.</i>
	District: 3	<i>Facilitating the discussions, seeking answers to their questions</i>
Structuring and Sequencing Learning Opportunities	Assigned to a Lead: 4	<i>As the lead coach, I have parceled out the 13 elements as areas of study for coaches and a district-wide roll-out for K-12. This is an October through May event.</i>
	District: 0	
Varied Formats of Professional Learning	Assigned to a Lead: 2	<i>Google Slides presentations, videos, article reading with different protocols, activities that model formative assessment</i>
	District: 0	

Last year, in the Fall FAME Coach Update Survey 2021-22, there was also a wide range of responses, but, most frequently, 28 Coaches mentioned formative assessment components and different ways to support the learning of their team in specific aspects of the formative assessment process followed by 14 Coaches who mentioned the Cognitive Coaching Support.

Frequency of Meetings

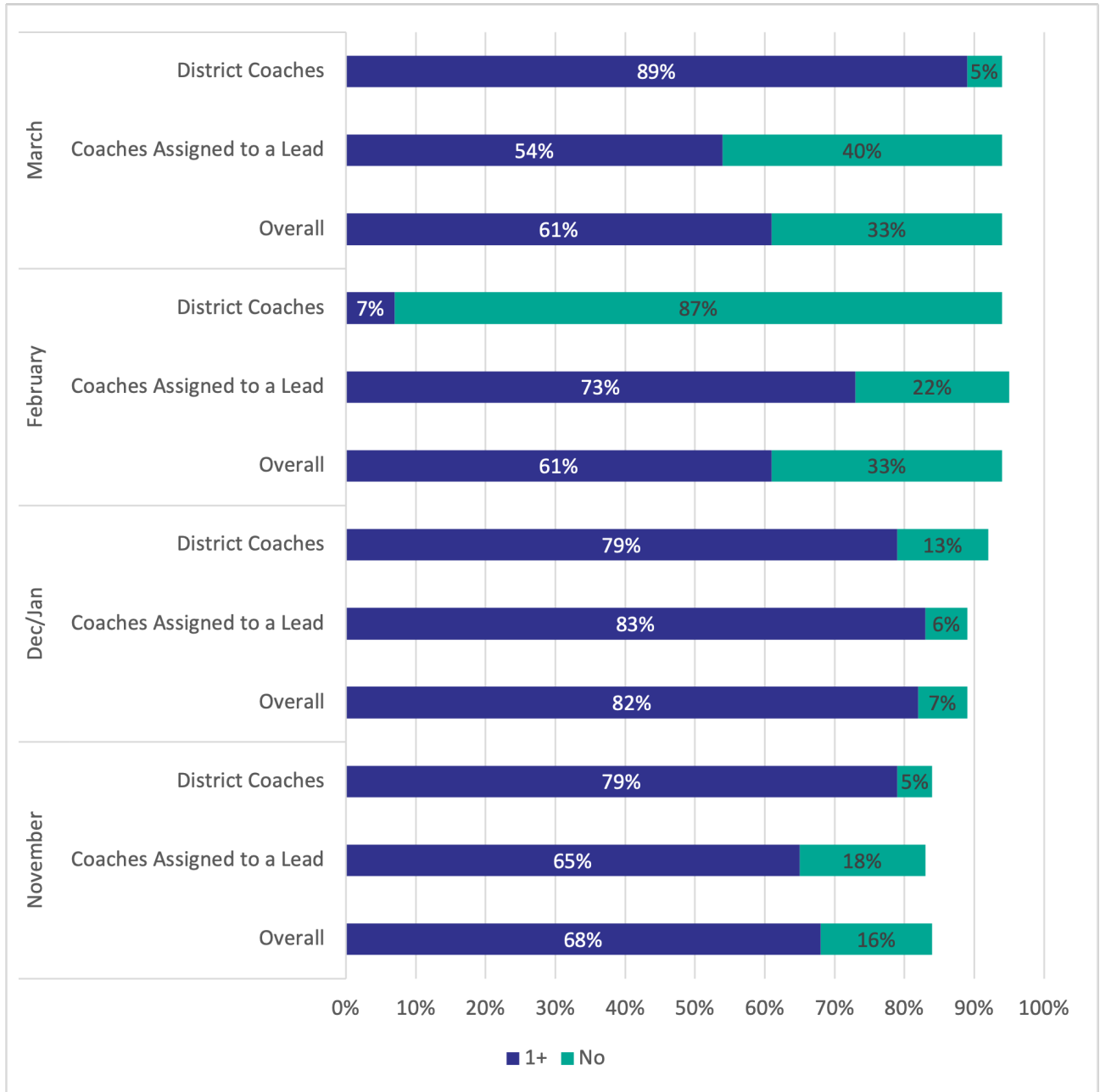
In November, December/January, February, and March, Coaches were asked how frequently they had met during the month(s). Overall, Learning Team Meetings occurred once a month. The anomaly of meeting two or more times in response to the December/January FAME Coach Update Survey is explained by the timeframe for the question that covered meetings during both December and January as opposed to the one month scope found in the other Coach Update Surveys.

Figure 2. Frequency of Learning Team Meetings



In Figure 3, to show the difference between Coaches assigned to a Lead and District Coaches, we collapsed the “Yes, we met once” and “Yes, we met two or more times” into one category. This allows us to see that there was some divergence in frequency of the meetings between Coaches assigned to a Lead and District Coaches, specifically in February.

Figure 3. Frequency of Learning Team Meetings by Coach Population



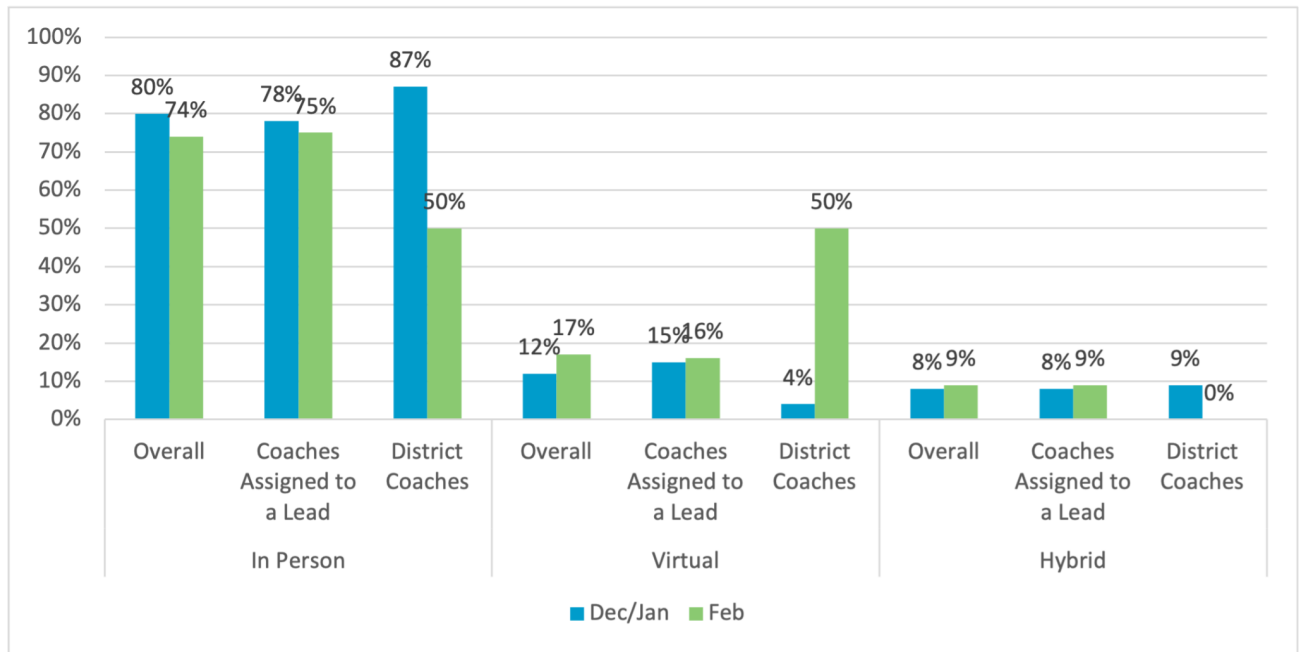
Previously, during both the 2020-21 and 2021-22 school years, an average of 43% of Coaches responded that they had met one or more times. This was notably less than previous school years. One possible explanation for this finding is the challenges to meeting presented by Covid-19 during that time frame.

Format of Learning Team Meetings

In the December/January and February FAME Coach Update Survey, we asked about the format of the Learning Team Meetings. Responses indicated that most frequently they were meeting in person and, notably, 15-16% of Coaches assigned to a Lead were meeting virtually both for both the survey administration periods (Figure 4), which varied from last year’s

responses.

Figure 4. Format of Learning Team Meetings by Coach Population

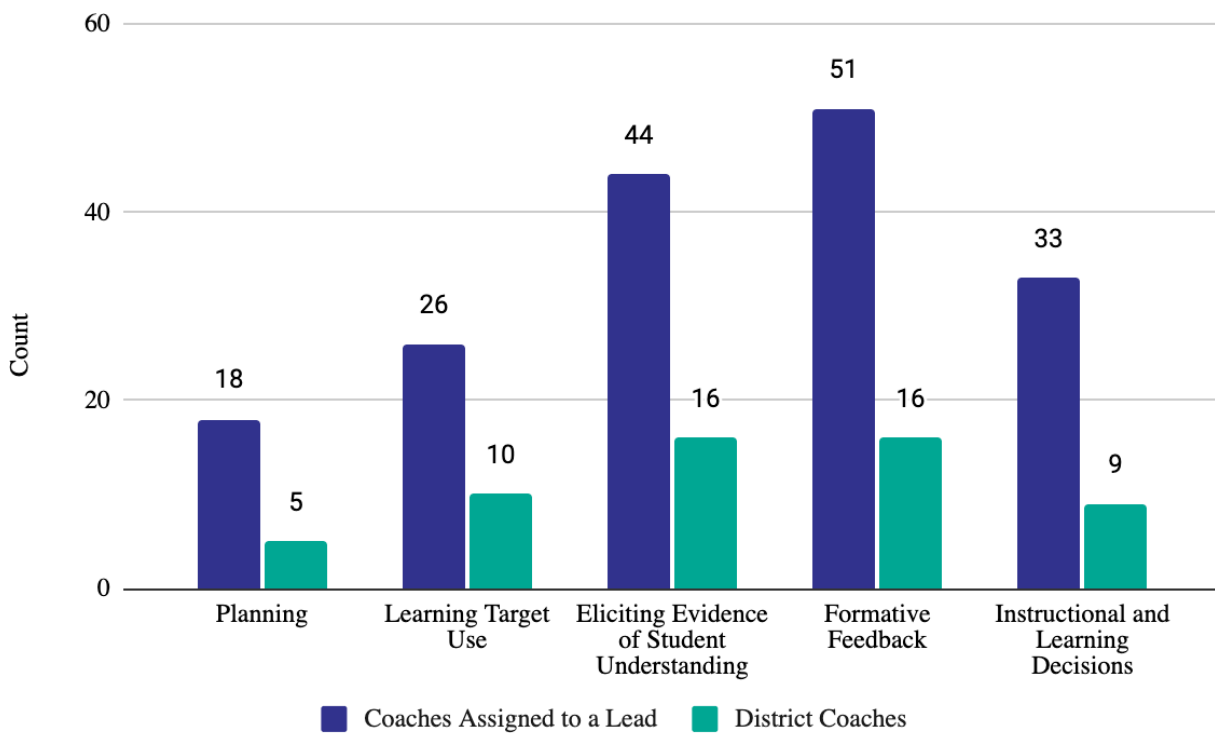


On average, over the course of the 2021-22 school year, 36% of Coaches responded that the format of their Learning Team Meetings was virtual, 12% reported an in person format, 8% indicated both virtual and in person, and 42% responded to other and commented that they were not meeting or not yet meeting with their Learning Team.

Primary Formative Assessment Component Discussed in Learning Team Meetings

In the Fall FAME Coach Update Survey, we asked: *Which formative assessment Component(s) are you most looking forward to learning about, and implementing in classrooms with your Learning Team?* Note: This question was a mark all that apply. Figure 5 illustrates that both Coach groups most commonly reported looking forward to discussing Eliciting Evidence of Student Understanding and Formative Feedback though Coaches assigned to a Lead favored Formative Feedback.

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



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

and District Coaches.

Figure 6. Formative Assessment Component(s) Discussed Over 2022-23

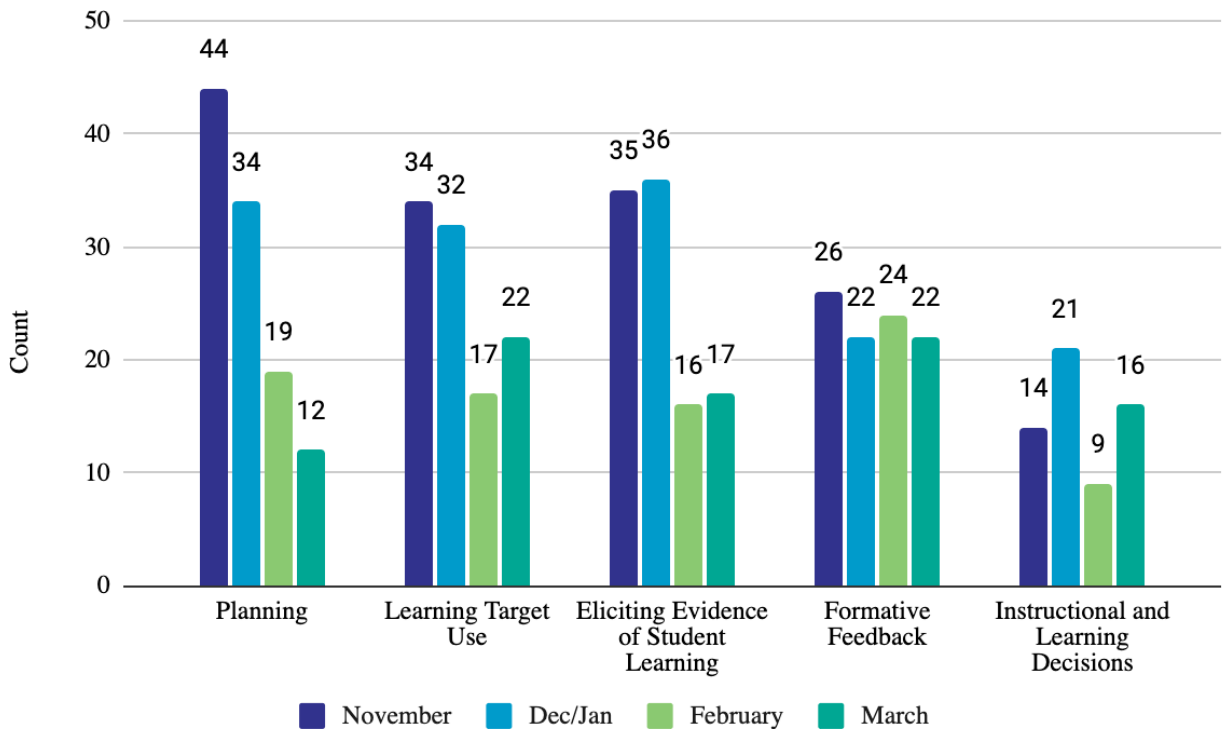


Table 4 shows the breakdown of formative assessment components discussed each month by the different Coaches. This shows that typically the Coaches were focusing on similar components each month with sustained focus on formative feedback. Note: In February, most District Coaches did not report meeting (Figure 3) and that is reflected here in Table 4.

	November		Dec/Jan		February		March	
	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>	<i>Coaches assigned to a Lead</i>	<i>District Coaches</i>
Planning	43	1	23	11	19	0	8	4
Learning Target Use	26	8	21	11	17	0	15	7
Eliciting Evidence of Student Learning	28	7	27	9	16	0	12	5

Formative Feedback	18	8	14	8	22	2	15	7
Instructional and Learning Decisions	14	0	16	5	9	0	15	1

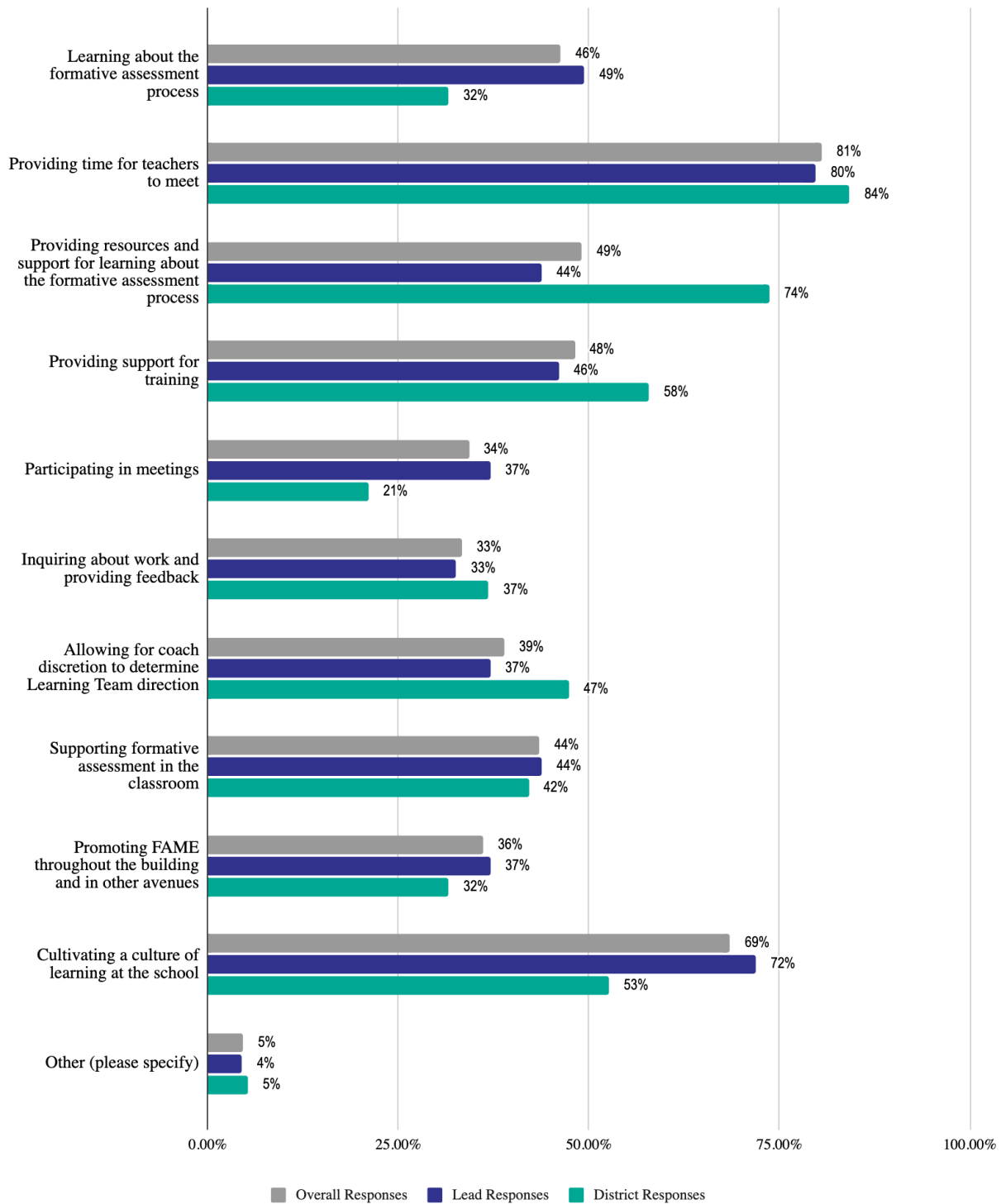
In 2021-22, on average, over the course of the school year, 32% of Coaches indicated that they discussed Planning. This was a notable change from the previous years when Formative Feedback (2020-21) and Learning Targets (2019-20) were the most frequently discussed topics.

Administrator Support of Formative Assessment

In November, we inquired about: *What characteristics of an administrator are most helpful in supporting the learning about and implementation of the formative assessment process by you and your Learning Team?* Figure 7 demonstrates that over 80% of Coaches agreed that the most helpful characteristic of an administrator is that they provide “time for teachers to meet.” Seventy-two percent of Coaches assigned to a Lead felt that the second most important characteristic was “cultivating a culture of learning at the school,” whereas 74% of Coaches in one district² valued “providing resources and support for learning about the formative assessment process.” Less than 35% overall reported that administrators “participating in meetings” or “inquiring about work and providing feedback” were most helpful characteristics.

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

² Note: This month only one district was surveyed.



Teacher Practice

We asked Coaches about teacher practice during the December/January FAME Coach Update Survey. The question was as follows: *As you think about the teachers you are working with on the formative assessment process, what are you now seeing or hearing as they share about their*

practice? *Challenges/Frustrations* were the most frequent category of response. In total, 14 Coaches (10 assigned to Leads, 4 district Coaches) noted frustrations. *General Enactment of the Formative Assessment Process* was the second most popular response type with a total of 9 Coach responses (6 assigned to Leads, 3 district Coaches). Other responses included *Learning Target Use* (8 total responses), *Eliciting Evidence of Student Understanding* (6 total responses), *Providing Formative Feedback* (6 total responses), *Enhanced Understanding of the Formative Assessment Process* (5 total responses), *Teacher Instructional Decisions* (3 total responses), *Planning* (3 total responses), and *Learning Progressions* (1 response). Table 5 includes the response categories, frequency, and examples for this question on teacher practice.

Table 5. Teacher Practice		
Category	Frequency	Example
General Enactment of the Formative Assessment Process	Assigned to Lead: 6	<i>Formative assessment happens all day every day. Teachers are really excited to use the new strategies in their teaching.</i>
	District: 3	<i>We are happy with how our planning has been going in regards to the formative assessment process.</i>
Planning	Assigned to Lead: 2	<i>Teachers I am working with have spent more time discussing student work than before. I am excited to see teams using on-demand assessments to inform their planning for the coming unit of study.</i>
	District: 1	<i>I am not the lead, but we have been discussing planning as a team. I went to this training as a member of DSIT. I am no longer with DSIT; however, I am using the training to lead Special Education meetings in our building once a month.</i>
Learning Target Use	Assigned to Lead: 5	<i>Really focusing on standards and creating clear learning targets Having more clarity around the daily Learning Targets and Success Criteria equates to more intentional instruction.</i>

	District: 3	<i>They are discussing ways to regularly incorporate learning targets into their daily agendas that are shared with students.</i>
Learning Progressions	Assigned to Lead: 1	<i>They are working very hard on creating and using learning progressions with their students.</i>
	District: 0	
Eliciting Evidence of Student Understanding	Assigned to Lead: 6	<i>Teachers are feeling comfortable about finding out what students know, but still want to know how to give better feedback to impact learning.</i>
	District: 0	
Providing Formative Feedback	Assigned to Lead: 5	<i>Their desire to move to feedback. Once we gather student learning and it impacts instruction, they want to gain more knowledge about how our feedback can instruct student learning.</i>
	District: 1	<i>They are already doing many of the things that indicated good formative feedback. They recognize there can be some improvement in some areas and are willing to work on those.</i>
Teacher Instructional Decisions	Assigned to Lead: 3	<i>Teachers are beginning to reflect a little more on how their decisions affect students' learning.</i>
	District: 0	
Enhanced Understanding of the Formative Assessment Process	Assigned to Lead: 5	<i>Wanting to tackle a new focus...as they see the connections between the FA components</i> <i>Our team shares valuable insights from first hand experience that truly deepen the readings. I love sitting back and letting the process unfold.</i>
	District: 0	
Challenges/Frustrations	Assigned to Lead: 10	<i>The challenge of supporting students within a huge range of needs</i>

		<i>The teachers I am currently partnering with in formal coaching cycles are looking for ways to quickly assess student understanding without increasing teacher workload (i.e., grading time). Teachers seem to struggle with the idea of formative assessments as practice and a way to inform instruction and instead tend to use formative assessments to assign grades.</i>
	District: 4	<i>Teachers are finding it difficult to use some of the strategies more than once per week. We find that verbal feedback is just in our nature and it is difficult to use other strategies.</i>

Effective Resources

In February, we asked Coaches to share the specific resources, training, books, or other experiences and materials that have been effective for them in supporting educator implementation of the formative assessment process. The answer varied widely, with most responses (37) focusing on FAME Resources such as the FAME Learning Guide, templates, and examples. We have coded the responses in Table 6 below.

Table 6. Effective Resources for Implementation		
Category	Frequency	Example
FAME Resources (e.g., Learning Guide, templates, examples)	Assigned to a Lead: 27	<i>FAME Learning Guide</i> <i>The templates for writing learning targets.</i> <i>We are following the FAME Supplemental Learning Tools guide and have found it extremely helpful.</i> <i>The newsletters are super helpful!</i>
	District: 5	<i>Reading the manual</i> <i>FAME resource binder</i> <i>Examples of ways to use formative assessment in the classroom (pictures, videos)</i>
FAME Website	Assigned to a Lead: 14	<i>We use the FAME website resources and videos. They are very helpful.</i> <i>I have appreciated walking through the modules on the</i>

		<i>FAME platform to build my understanding and pull specific protocols and one-pagers to support my planning for work with teachers.</i>
	District: 1	
Other (N/A; waiting to start a team)	Assigned to a Lead: 11	<i>We haven't made our team yet.</i>
	District: 1	
Specific Books	Assigned to a Lead: 10	<i>We have been using Anita Archer's explicit instruction book to help guide our formative assessment practices so that they align with our building instructional approach.</i> <i>I've been referring to "The Big Book of Tools for Collaborative Teams in a PLC at Work" book by Bill Ferriter when planning for my team meetings.</i> <i>The FAME website and an NCTM book called using formative assessment in a mathematics classroom</i>
	District: 0	
Resources from Other Sources	Assigned to a Lead: 5	<i>I can't think of any at this time. We used some sample materials from another HS to aid in our work.</i> <i>District resources currently.</i> <i>Lesson Study Structure and Resources, Benchmark Curriculum and Essential Literacy Practices</i> <i>Interactive technologies providing real time feedback to learner and instructor.</i>
	District: 0	
FAME Components and Elements Learning Points	Assigned to a Lead: 4	<i>The ALN learning point article and self-assessment templates linked into element 4.3 have been very helpful.</i>
	District: 0	
Cognitive Coaching & Adaptive Schools	Assigned to a Lead: 4	<i>Cognitive coaching</i> <i>Adaptive Schools Refresher Days 1 & 2</i> <i>Adaptive Strategies & Cognitive Coaching questioning have been really valuable both in teaching with students, especially with collaborative learning.</i>

	District: 0	
Consulting with FAME Lead or Other Coaching Partner	Assigned to a Lead: 2	<i>Consulting with my FAME Lead, Alecia Hoppa, has been really valuable as we work through what a district-wide implementation looks like.</i>
	District: 3	<i>Jessica Winstanley is an amazing resource</i> <i>Personal coaching</i> <i>Other FAME Coaches</i>

Focus on the Student

This year, in the March FAME Coach Update Survey, we added two new questions about students. First, we asked: *As you think about the formative assessment process, what difference do you see it making for students in the classroom or what are your hearing about the difference it makes for students from Learning Team Members?* Overall, 12 Coaches indicated the difference the formative assessment process was making for students in the classroom was in the area of analyzing learning targets. The second most frequent response was student engagement in learning, with a total of 6 Coach responses. Coaches also reported the formative assessment process made a difference for students in the following ways: student ownership of learning (5), instructional decisions that enhance learning (5), and general improvements in learning, and several other categories. These results are included in Table 7: Difference for Students in Classrooms.

Table 7. Difference for Students in Classrooms		
Category	Frequency	Example
Analyzing Learning Targets	Assigned to a Lead: 12	<i>One teacher has had time to create and begin to use with students learning target with success criteria she passed out to students at beginning of the unit. It is sort of like a check list as they go through the unit. She modeled using it a few times and has seen some students pull it out on their own.</i>
	District: 1	
Student Engagement in Learning	Assigned to a Lead: 6	<i>By having students be conscious and aware of their own growth, formative assessment is a way to help keep students engaged and motivated in their own learning.</i>

	District: 0	
Student Ownership of Learning	Assigned to a Lead: 5	<i>The ownership of learning from students is amazing to watch.</i>
	District: 1	
Instructional Decisions that Enhance Learning	Assigned to a Lead: 5	<i>As teachers are being intentional about the instructional and learning decisions, students are getting more personalized instruction.</i>
	District: 2	
General Improvements in Learning	Assigned to a Lead: 4	<i>We are noticing deeper thinking and learning through the formative assessment process.</i>
	District: 1	
Self Assessment	Assigned to a Lead: 3	<i>Students growing in evaluating their own learning.</i>
	District: 0	
Peer Assessment	Assigned to a Lead: 1	<i>We are working on various Art related formative assessment processes that include student peer-to-peer critiques.</i>
	District: 0	
Student Feedback Use	Assigned to a Lead: 1	<i>Expecting to get feedback impacts the quality of the work.</i>
	District: 2	
Student Learning Decisions	Assigned to a Lead: 1	<i>Provides evidence of where students are in regards to their understanding of the learning targets, allows teachers to adjust instruction, with descriptive feedback, students are able to make changes that reflect a better understanding of concepts.</i>
	District: 1	

Next, we asked about ways in which student evidence is being used to inform instructional decisions. The question language was asked as follows: *What might be some ways you are using student evidence to inform instructional decisions or what are you learning about this from team members?* There were 21 Coaches whose response was coded into the category of intentional planning and informing instruction. For example, one Coach responded, *“I have seen more intentional planning, using small, timely checks for understanding, to determine whom they will*

meet with day by day. We're moving in the right direction.” The second most frequent response category (17) was differentiated or targeted intervention group and to meet the needs of specific students. The coded responses can be found in Table 8 below.

Table 8. Student Evidence to Inform Instructional Decisions		
Category	Frequency	Example
Intentional Planning and Informing Instruction	Assigned to a Lead: 21	<p><i>I have seen more intentional planning, using small, timely checks for understanding, to determine whom they will meet with day by day. We're moving in the right direction.</i></p> <p><i>Teachers are starting to look at using data to inform instructional decisions and then monitoring those decisions and gathering more data to evaluate the instructional decisions that were made.</i></p> <p><i>We are starting to look at exemplars to help set proficiency and deciding which strategies will best help meet the team agreed-upon proficiency levels.</i></p>
	District: 7	<p><i>We are now making a better effort to use data to plan next lessons.</i></p> <p><i>Slowing down and reteaching as necessary</i></p> <p><i>Researching my group between phonics lesson components to inform the next day's lesson.</i></p>
Differentiated or Targeted Intervention Group and To Meet the Needs of Specific Students	Assigned to a Lead: 17	<p><i>Teachers recently finished another round of MAP testing and have been looking at results as a piece of data to inform their targeted intervention groups. Teachers look to the lowest instructional areas and then find specific skills that need support. Students are then provided with direct instruction of strategies to support that skill development.</i></p> <p><i>Using student evidence to differentiate instruction and group students by skill (as opposed to "levels") is one way we hope to learn as we continue this formative assessment process.</i></p> <p><i>Some team members have worked with elementary teachers who are using various classroom assessment results to group and regroup students for instruction. These teachers have developed a greater sense of efficacy.</i></p>

	District: 6	<p><i>When looking at student evidence, it is easier to assess students needs when looking at formative assessment results.</i></p> <p><i>Much of the feedback that we are gaining from student data or other types of information whether it be from exit tickets, student discussions, etc. We have used to help plan for our centers/ small group time.</i></p> <p><i>A model of progression allows me to collect evidence and provide targeted feedback, intervention, or extension.</i></p> <p><i>We are using the evidence we've gathered to form our math groups and focus on the areas where students are showing they need the most need.</i></p>
Supporting Teachers to Develop Their Capacity	Assigned to a Lead: 10	<p><i>We are working with teachers on using these protocols and skills to inform instructional decisions</i></p> <p><i>We have been talking a lot about grading and how we are evaluating and assessing evidence.</i></p> <p><i>That might be where I am stuck. I truly can't move them from a great meeting where they are excited about learning and trying to actually doing anything.</i></p>
	District: 2	<p><i>Again, a lot of this is in development and we are working towards what it will look like using it to inform decisions.</i></p> <p><i>We've talked a lot about what we've been doing, but again, not a lot on how students have changed.</i></p>
Other	Assigned to a Lead: 9	<p><i>We are still working on this.</i></p> <p><i>We haven't formed a team yet</i></p> <p><i>One of the things that is challenging for our Team is staff turnover. It feels as though we have a constant turnover and so with each year we are at square one with some of our team members.</i></p> <p><i>We are not collecting student evidence yet.</i></p>
	District: 0	
Types of Evidence and Modes of Gathering Evidence	Assigned to a Lead: 5	<p><i>Our math exit tickets, teacher observation of work</i></p> <p><i>We are looking at test scores from last year compared to this year.</i></p> <p><i>Team members are using Kagan protocols to gather</i></p>

		<i>student evidence</i>
	District: 0	
Understand Student Proficiency with Content	Assigned to a Lead: 4	<p><i>Looking at work that students complete independently to see what level of proficiency they have with the content</i></p> <p><i>We will be recording students as they talk and looking at student work to see how well they are achieving the learning targets.</i></p> <p><i>We will be recording students as they talk and looking at student work to see how well they are achieving the learning targets.</i></p>
	District: 2	<i>We are using a formative assessment checklist sheet and color coding progress (red/yellow/green).</i>
Collaboration and Reflection on Student Evidence	Assigned to a Lead: 2	<p><i>Time to reflect on student evidence is super powerful for teams.</i></p> <p><i>Teachers bring student evidence to PLC weekly.</i></p>
	District: 0	

Requests for Further Support

Continuing a trend from last year’s survey responses, the most frequent response to the question about coach needs for support was none, not sure, or all set at this time. There were a total of 231 responses in this category across every survey; this is up significantly from last year’s 90 responses. One possible interpretation of this finding is that many Coaches in the FAME program have sufficient support and resources at this time to support their learning.

Of those who made requests for formative assessment materials (75 total substantive responses), the most commonly requested materials were examples (6), resources (10) and videos (12) – all of these varied in their specificity. For example, one Coach simply requested “*examples*” while another said, “*We are always looking for solid examples of learning progressions across the content areas.*” Resources similarly ranged from “*Resources on Formative Assessment*” to “*Resources about eliciting student evidence (i.e., quick formative assessment strategies that can be used in the moment).*” Videos requested also varied in their level of specificity, ranging from “*videos of strategies being used*” to “*kindergarten specific videos for math.*” There were less frequent requests for named resources and tools (e.g., Adaptive Schools learning guide, Elementary Art Education formative assessment strategies).

Of the 70 substantive comments under requesting a planning conversation, most Coaches that commented did not indicate a specific topic to be discussed and felt comfortable broaching

the idea of meeting directly with their Lead. One such example is here: *“A check-in with my lead about the direction we're headed would be helpful but I feel comfortable reaching out to my lead about that.”* Of those that indicated that they would like a planning conversation, the topic tended to be from typically self-identified newer Coaches about the implementation and direction of formative assessment, and this was especially true in two of the three districts.³ For example, this Coach summed it up nicely, *“I am still in the beginning stages of FAME and would like ideas of how to get started with my team.”* There were only 23 Coaches who requested a planning conversation with their Lead in the 2021-22 school year.

Many Coaches also made other requests for support. A total of 34 Coaches mentioned the need for more time, continuing a trend from last year’s survey response rates.

Summary and Recommendations

In summary, FAME Coaches have been active throughout the 2022-2023 school year learning about and implementing the formative assessment process. FAME Coaches meet regularly, discuss a number of components and elements outlined in the FAME Learning Guide, and benefit from sharing about formative assessment in their Learning Team Meetings. Coaches provide a number of different examples about instructional practice, areas of growth, and use of student evidence to inform teaching and learning.

Coach Knowledge about Formative Assessment and Non-Traditional Site Implementation

Though Coaches assigned to a Lead and District Coaches entered the FAME program differently, there seemed to be a lot of similarity in their other answers. For example, they were consistently meeting at least once a month—typically in person—and most consistently discussing formative feedback over the course of the 2022-23 school year. The majority of Coaches also reported that they had a “developing” understanding of the formative assessment process. At the same time, the findings from the data indicate that further support is needed for some District Coaches in terms of providing clarity of expectations and framing the project so they can make connections to their current work. The recommendation is to gather information about the non-traditional implementation of the FAME program to inform next steps, including the process for districts who would like to implement the FAME program to determine their readiness for the work entailed.

³ Note: The FAME R&D Team took these district responses as an opportunity to reach out to their Lead and discuss the implementation further. This is why these districts were not surveyed every month in order to give the Lead time to work through implementation challenges.

Motivation to Become a FAME Coach

For Coaches not part of a non-traditional site, their responses about what motivated them to become a Coach primarily focused on the value of formative assessment and a commitment to collaboration and supporting others. Several Coaches mentioned the opportunity for leadership and others spoke about the value of the FAME Program and the benefit of the resources that support teachers. There was a consistent theme of leadership and how FAME promotes an opportunity for teacher leadership to emerge, especially in the way of supporting others and building capacity among teachers. For the non-traditional sites, district and school initiative was a theme as well, since many people were recruited for the position. There were also many comments about alignment of the FAME program and formative assessment with the district or school vision. In addition, opportunities to promote professional learning community work were also noted. The recommendation would be to explore further opportunities to promote teacher leadership through the FAME program. It can be a meaningful pathway for educators to develop the competence and experience to implement high leverage practices to support meaningful student involvement and learning outcomes for all students.

Implementation of the Formative Assessment Process

Many Coaches reported consistent efforts to support their learning team members as they learn about and implement the formative assessment process. In reflecting on the use of student evidence to inform teaching and learning, an important point from the results highlighted the need to shift from learning to doing. One Coach reported, *“That might be where I am stuck. I truly can't move them from a great meeting where they are excited about learning and trying to actually doing anything.”* Further resources are needed as educators move from working with their PLC to applying their new understanding in the classroom. Specifically, Coaches will benefit from increased capacity and competence in identifying students' current level of understanding, using evidence to provide feedback to students and provide differentiated learning opportunities to meet students' needs. The following quote from one Coach described the skills needed in this process, *“We are using the formative assessment data to determine which gaps need to be filled before moving on, how to pace our instructional days, and how to differentiate our classrooms to meet the needs of all of our learners.”*

FAME Resources

The FAME resources, guides, and website were among the most commonly cited resources that were effective in supporting educator implementation. However, in the requests for further support, many of the requests were for additional examples, resources, and videos. 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.

Main themes about resources from the data include the need for a chart or resource about the importance of formative assessment with research citations, examples of formative assessment in action, examples of student use of formative assessment, and guidance and support on how to navigate and use the different resources. In addition, the findings indicate there continue to be many incoming ideas about formative assessment that are inconsistent with the FAME program definition of the formative assessment process. Coaches will benefit from continued opportunities to deepen their understanding and learn from rich classroom examples.

Similar to last year, many Coaches reported they have the resources they need and may need time and support to use the resources. The continued recommendation is to focus time and attention on supporting the use of the resources. For example, to provide further guidance and direction to Coaches, it will be useful to provide an overview of the different resources and the purpose they serve. Coaches and Leads will also benefit from a document that organizes the resources by type and use. Further training and support is needed to explore the learning trajectory resource so that Coaches can deepen their understanding after the first year of the FAME Learning Guide. In addition, it would be valuable to provide print resources to the Leads so that they can become familiar with the resources and potentially lend them to Coaches.

FAME Program

Coaches continue to value the FAME program and appreciate the support provided by Kim Young, the Regional Leads, and the FAME program training and resources. 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 planning and expectations for their work. There were also responses from Coaches about challenges with time, convening and scheduling Learning Team Meetings, and competing demands. A few Coaches made comments about the need for additional support, including District and leadership support.

The FAME program and 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 Coaches. Overall, Coaches show appreciation for the resources, training, and demonstrate a strong commitment to support teachers in their Learning Teams.

ATTACHMENT D

FAME End of the Year Coach Survey 2022-2023

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

Dear FAME Coach,

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

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

**** Please complete this survey by May 19, 2023. ****

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

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

Kim

**Kimberly Young
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Coaching Information

1. This year I coached a:

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

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

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

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

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

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

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

Learning Team Meetings

*** 5. How long were your Learning Team meetings?**

- Less than one hour
- 1-2 hours
- Up to 3 hours (half day)
- Up to 6 hours (full day)
- Other (please specify)

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

- Yes
- No
- Don't know yet

Comments

7. Were any of your Learning Team meetings virtual?

- Yes
- No
- Other (please specify)

Coach Training and Skills

*** 8. Please share an example of your progress as a coach to support your team's learning about the formative assessment process this year (2022-2023)?**

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

	Unsure	Not at all	Somewhat	Very	
Planning for formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on student understanding/ Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never	Monthly	1-2 times a week	3-4 times a week	Daily	Not applicable
Planning for formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/ Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on evidence of student understanding/ Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Unsure	Not at all	Somewhat	Very
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/ Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various				
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teacher questioning <input type="radio"/> strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on evidence of student understanding/ Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 12. After working with your FAME Learning Team this year, how often do you currently use each the following aspects of the formative assessment process with K-12 students?**

	Never	Monthly	2-3 times monthly	1-2 times weekly	3-4 times weekly	Daily	Not applicable
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/ Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on evidence of student understanding, student and teacher analysis, or learning decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

	Small	Moderate	Significant
Implementing formative assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modification of classroom practices, based on the collaboration with LTMs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing learning targets in student friendly-language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Planning for the use of formative assessment
- Using learning targets with students
- Gathering multiple sources of student evidence
- Activating prior knowledge
- Providing descriptive feedback to students

- Asking students to use your feedback to further their learning Helping students to use self-assessment
- Helping students to use peer assessment

- Making instructional decisions based on formative assessment evidence Using student evidence for student and teacher analysis
- Student goal setting
- We did not meet as a Learning Team this year.
- Other (please specify)

16. Please share an example of progress your Learning Team members made in implementing the formative assessment process this year (2022-2023)?

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

- Improved student work

- Increased ownership and self-regulation Effective
- use of feedback
- Focused goal setting
- Stronger peer relationships
- Increased metacognition and self-reflection
- Improved student engagement
- Overall positive impact

- Impact not yet seen, it takes time No
- impact observed
- General negative impact

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

- Sharing ideas about formative assessment
- Reflecting on the use of formative assessment
- Learning about formative assessment components and elements
- Planning to use formative assessment in the classroom
- Receiving feedback about the implementation formative assessment
- Exploring formative assessment resources
- Other (please specify)

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

	To prepare for learning team meeting	Own professional use	To share with colleagues not on my learning team	Did not use
FAME Learning Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FAME Learning Guide - Coach Edition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FAME resource website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FAME Self-Reflection Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* 20. How helpful were the following resources?

	Not helpful	Somewhat helpful	Very helpful	Did not use
FAME Learning Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FAME Learning Guide - Coach Edition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FAME News and Notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. For those who participated in FAME Coach trainings this year (2022-2023), please rate how helpful the training was for you.

	Not helpful	Somewhat helpful	Helpful	Very helpful	Did not attend
Cognitive Coaching Days 1-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive Coaching Days 5-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptive Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive Coaching Virtual Refreshers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building Understanding of the Formative Assessment Process – Part 1: sessions 1-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building Understanding of the Formative Assessment Process – Part 2: sessions 5-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

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

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

- Once or more a day.
- Once or more a week.
- Once or more a month.
- Once or more a quarter.
- Never

FAME Website (continued)

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

- Events
- News and Notes
- Coaching Resources
- Components & Elements
- Research & Development
- Videos of classroom practice
- None
- Other (please specify)

Demographic Information

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

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

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

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

Reflections and Looking Ahead

* 26. When thinking about your involvement in the FAME project next year, what will be your role?

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

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

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

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

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



ATTACHMENT E

FAME Learning Team Member End of the Year Survey 2022-2023

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

Dear FAME Learning Team Member,

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

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

****Please take this opportunity to respond to the survey by May 19, 2023.****

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

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

Kim

**Kimberly Young
Office of Educational Assessment and Accountability
Michigan Department of Education
Office: (517) 241-7061
Email: youngk1@michigan.gov**

ATTACHMENT D

FAME Learning Team Member End of the Year Survey 2022-2023

Demographic Information

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

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

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

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

Other (please specify)

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

- 0-1 year
- 2-5 years
- 6-15 years
- 16 or more years

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

- 0-1 year
- 2-5 years
- 6-15 years
- 16 or more years

Formative Assessment Process Information

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

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

Other (please specify)

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

- Nothing
- A little
- Some
- A lot

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

	Unsure	Not at all	Somewhat	Very
Planning for formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on student understanding/ Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. Prior to your participation on the FAME Learning Team, how often did you use each the following strategies?**

	Never	Monthly	1-2 times a week	3-4 times a week	Daily	Not applicable
Planning for formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/ Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on evidence of student understanding/ Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 9. Which of the following were your top three teaching goals for implementing the formative assessment process in the 2022-2023 school year? (Select up to three items.)**

- Planning for the use of formative assessment Using learning targets with students
- Gathering multiple sources of student evidence
- Helping students to self-assess
- Helping students to use peer assessment

- Asking students to use your feedback to further their learning Helping students set goals for their learning
- Activating student prior knowledge

- Using formative assessment tools (e.g. question out the door)

- Making adjustments to teaching based on evidence of student understanding/Using student evidence for student and teacher analysis

- Providing descriptive feedback to students

- Making instructional decisions based on formative assessment evidence Other
- (please specify)

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

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

Unsure		Not at all	Somewhat	Very
Planning for formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/ Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various				
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on evidence of student understanding/ Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 12. After working with your FAME Learning Team this year, how often do you currently use each the following strategies?**

	Never	Monthly	1-2 times a week	3-4 times a week	Daily	Not applicable
Planning for formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal setting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliciting evidence of student understanding/Formative Assessment Tools or Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activating student prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teacher questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing descriptive feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating student peer assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making adjustments to teaching based on evidence of student understanding/Student and Teacher Analysis or Learning Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Team Information

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

- Sharing ideas about formative assessment
- Reflecting on the use of formative assessment
- Learning about formative assessment components and elements
- Planning to use formative assessment in the classroom
- Receiving feedback about the implementation formative assessment
- Exploring formative assessment resources
- Other (please specify)

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

- Improved student work
- Increased ownership and self-regulation Effective
- use of feedback
- Focused goal setting
- Stronger peer relationships
- Increased metacognition and self-reflection
- Improved student engagement
- Overall positive impact
- Impact not yet seen, it takes time No
- impact observed
- General negative impact

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

- More knowledge of formative assessment
- More Learning Team training
- Additional Learning Team meetings

- Individual coaching and modeling of techniques Classroom
- observation protocols for formative assessment Classroom
- practice
- Resources and materials on formative assessment
- Building/district commitment to the initiative None
- Other (please specify)

Reflections and Looking Ahead

16. When thinking about your involvement in the FAME project next year, what will be your role?

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

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

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

Lack of time

- No longer interested
- Other (please specify)

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

19. Additional comments or questions?

Please click "done" to submit your responses and close the survey.

Thank you for completing the FAME End of the Year Learning Team Member 2022-2023 Survey!

ATTACHMENT F

**FAME Coach End of Year
Survey Data Summary 2022-2023**

**Prepared by
Tara Kintz and Meg Turner**

**Michigan Assessment Consortium
August 2023**

FAME Coach End of Year Survey Data Summary 2022-23

Survey Background and Administration

The following data summary includes all of the open-ended questions and a selection of closed ended questions from the FAME Coach End of Year 2022-23 survey. The survey had a total of 31 questions, of which 5 were open-ended. The overall response rate was 45%; there were 98 Coaches out of 217 Coaches who responded to the survey.⁴ One focal district was included in these results, which accounts for 13 of the Coach responses (50% for that district), and these results are called out separately to highlight any similarities or differences in district Coach experiences. **Note: The two groups will be referred to as Coaches assigned to a Lead and District Coaches in this summary.** The survey was live from May 2 through June 2 with weekly reminders to Coaches. The Coach responses to a number of questions relevant to Coach learning and support of learning team members to implement the formative assessment process were then coded.

The review of the FAME Coach 2022-23 Survey Data was to support FAME Leadership to understand: promoting learning about and implementing the formative assessment process; supporting Coaches to be resourceful; and knowledge of opportunities for Coaches' and Leads' growth. The following questions from the Coach 2022-23 End of the Year Survey provide information about Coach learning.

Summary of Coach End of Year Survey Data

Example of Progress as Coach

The FAME Coach End of Year Survey asked: *Please share an example of your progress as a coach to support your team's learning about the formative assessment process this year (2022-23)?* Interestingly, Coaches assigned to a Lead most commonly mentioned collaborative learning about formative assessment (29) whereas District Coaches mentioned providing encouragement, support, and/or resources (5). This may be due to where the different groups are in their implementation of formative assessment given that the districts were new as of this school year. Table 1 outlines the category, frequency, and examples from the data coding for this question.

Table 1. Examples of Progress as Coach		
Category	Frequency	Example

⁴ Note: Two of the districts were excluded from these results due to sustained low response rates.

Collaborative Learning about Formative Assessment (Formative Feedback/Components)	Assigned to a Lead: 29	<p><i>We decided on a goal of which element we wanted to explore and used the suggested agendas and resources to help us explore the element.</i></p> <p><i>At the start of the year our team selected to focus on the 3rd FAME component - Evidence of Student Understanding. It was a great place for us to start! We focused on one element for each meeting. With each element, the team was able to create/change some current assessment practices to add more FAME approaches to collect evidence. Teacher questioning strategies were also useful because our learning team walked away with different verbiage to try eliciting student responses in different ways.</i></p>
	District: 4	<p><i>Some of my teams have worked on helping students identify learning targets, success criteria and then self-assessing their progress toward the learning target to identify what next steps are needed.</i></p>
Facilitate Implementation: Planning, Practice, Reflection, Observe, Model, and Provide Feedback	Assigned to a Lead: 16	<p><i>I was able to move into a direct coaching role by implementing teacher walk throughs of our strategies.</i></p>
	District: 3	<p><i>We've also started working with the learning progressions and finding resources for each step of the current progressions so students can own their learning progress. We've also brainstormed student ownership through CREW binders and started implementing those in our classrooms. We've looked at the learning progressions created by Taylor Triemstra and how to implement these with our students.</i></p>
Skillful and Effective Meeting Facilitation	Assigned to a Lead: 7	<p><i>I have learned to take a back seat and let the team collaborate and guide through questioning.</i></p> <p><i>I facilitated the conversations during bimonthly data meetings with content teams.</i></p>
	District: 0	
Use of Cognitive Coaching	Assigned to a Lead: 4	<p><i>This year I was able to take Adaptive Schools training and I participated in Cognitive Coaching in Schools, as well as days 5-8 of Cognitive Coaching.</i></p>
	District: 0	
Providing Encouragement,	Assigned to a Lead: 3	<p><i>I think that one of the things that has been most valuable as a coach has been to become acquainted with the vast</i></p>

Support, and/or Resources		<i>resources of the FAME website. And we have created a shared Google Drive for all three buildings to be able to store and access documents and videos that will help to implement formative assessment across 6-12. As an instructional coach supporting the FAME coach and the teams, I have learned so much about how to coach teachers as they implement the work. I have observed a teacher and I have supported him to come to a realization of his best next steps in implementing FAME in his classroom.</i>
	District: 5	<i>I learned how to maneuver through the fame materials based on the needs of my two different teams.</i>
Other	Assigned to a Lead: 1	<i>We have people in different places. But to move forward as a team, I started over with the entire staff. This will continue during the 2023-24 school year. I am interested in having a teacher become a coach so that she can coach alongside me.</i>
	District: 3	<i>We shared a lot of discussion as a department and are currently constructing and reviewing common assessment rubrics to help be consistent.</i>

Knowledge and Use of the Formative Assessment

The ninth and tenth question of the FAME Coach End of Year Survey asked about the Coach’s prior knowledge and use of the formative assessment process. The ninth question asked: *Prior to your participation on the FAME Learning Team, how knowledgeable were you about the use of the following strategies?* And the tenth question was: *Prior to your participation on the FAME Learning Team, how often did you use each the following strategies?* Figures 1 and 2 show that overall Coaches felt that they had a somewhat or very good understanding of formative assessment strategies and were using most of the formative assessment strategies multiple times a week prior to participating on the FAME Learning Team. District Coaches matched the overall trends in both instances and are therefore not shown separately.

Figure 1. Knowledge and Understanding of the Formative Assessment Strategies Before

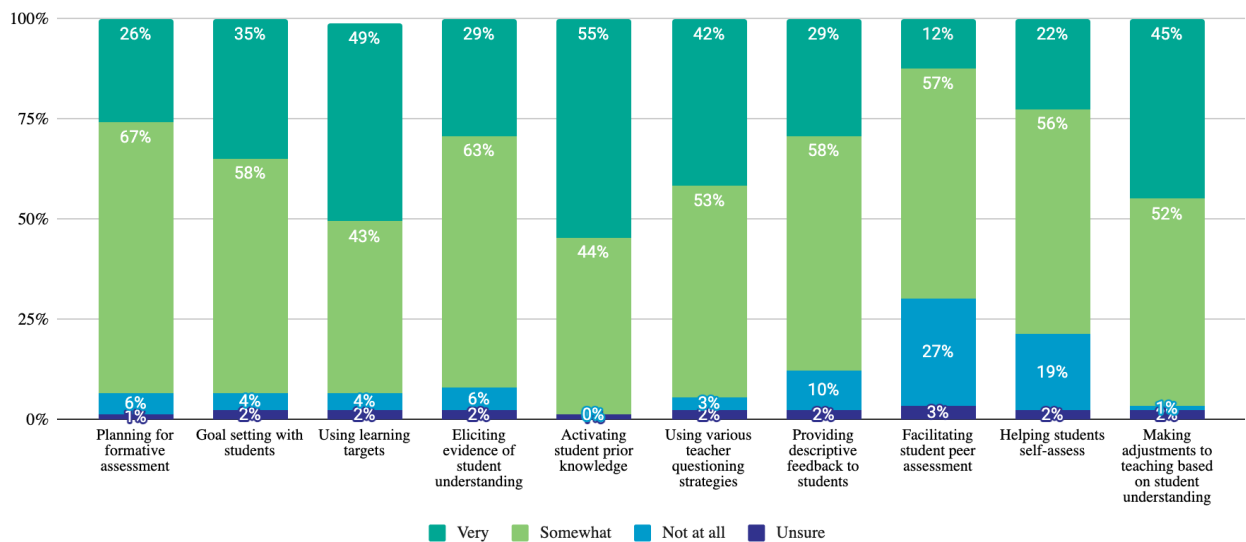
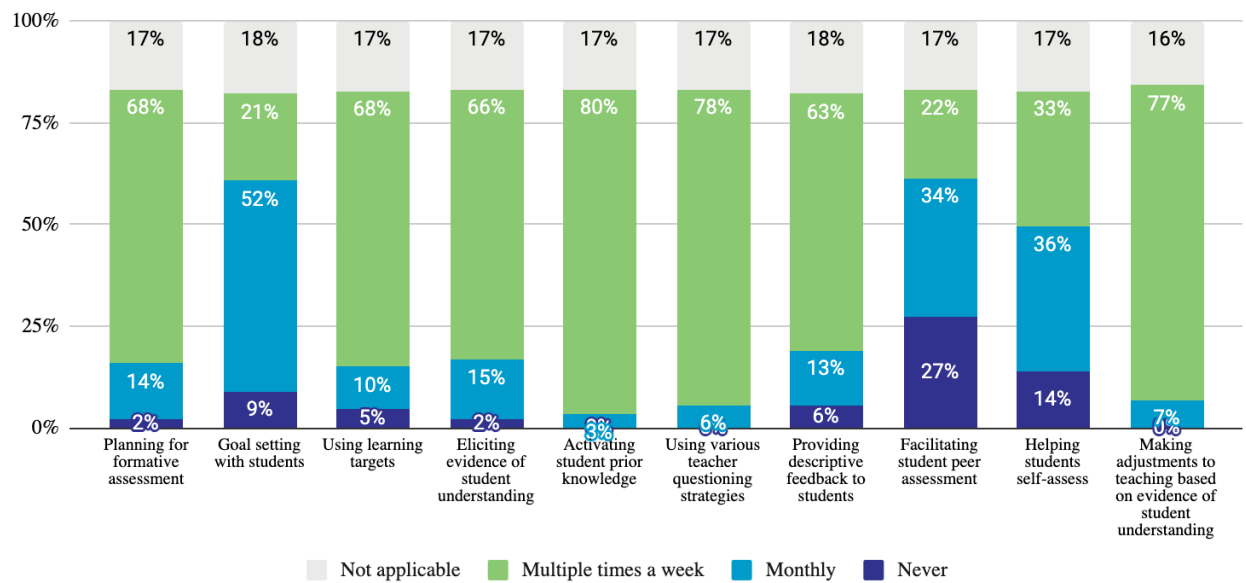


Figure 2. Use of the Formative Assessment Strategies Before⁵



Questions 11 and 12 tracked how their knowledge and use changed after participating in the FAME process. The eleventh question asked: *After working with your FAME Learning Team this year, how knowledgeable are you about each of the following aspects of the formative assessment process?* And the twelfth question was: *After working with your FAME Learning Team this year, how often do you currently use each of the following aspects of the formative assessment process with K-12 students?* As shown in Figure 3, overall, Coaches reported their knowledge and understanding had improved after their participation in the FAME program to a majority rating

⁵ Note: Answer options for the question about frequency of use were collapsed from six categories (Never, Monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, Monthly, Multiple times a week, and Not applicable) to make it easier to visualize.

their knowledge and understanding as very good and District Coaches followed an identical pattern. Figure 4 illustrates that their use decreased; however, that might in part be explained by the additional answer scale point.⁶ The percent who selected not applicable grew in the after reporting and we theorize one possible explanation for this could be that those Coaches moved into a non-classroom role.

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

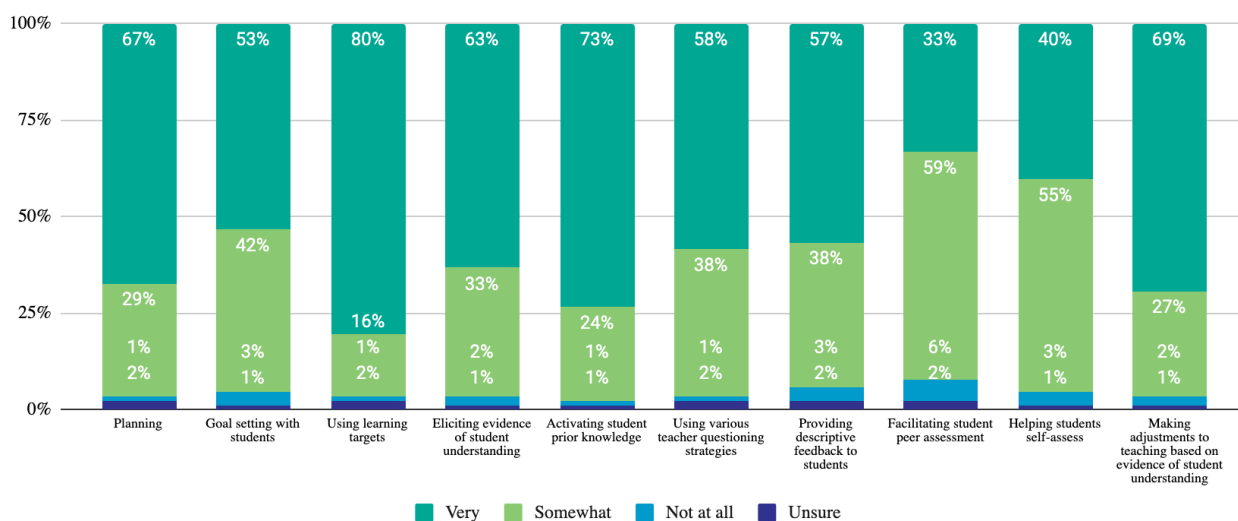
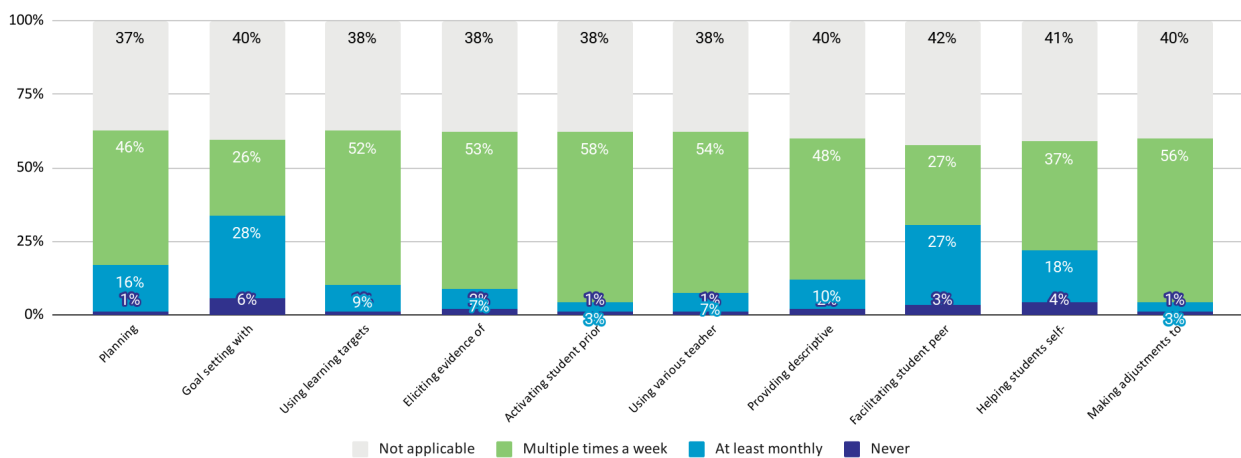


Figure 4. Use of the Formative Assessment Strategies After⁷



Aspects of Use to Improve

⁶ Note: Answer options for the question about frequency of use were collapsed from seven categories (Never, Monthly, 2-3 times monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, At least monthly, Multiple times a week, and Not applicable) to make it easier to visualize.

⁷ Note: Answer options for the question about frequency of use were collapsed from seven categories (Never, Monthly, 2-3 times monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, At least monthly, Multiple times a week, and Not applicable) to make it easier to visualize.

Another question on the FAME Coach End of Year Survey asked: *What aspects of your use of the formative assessment process would you like to improve?* Both groups of Coaches seemed to be aligned in their desire to improve their use of self- and peer assessment (32 total). Though less frequent, they again were in agreement about wanting to improve their use of formative feedback (13 total), gathering evidence of student understanding (12 total), and learning about formative assessment and supporting teachers and students (11 total).

Table 2. Aspects of Use to Improve		
Category	Frequency	Example
Self- and Peer Assessment	Assigned to a Lead: 29	<i>Facilitating Student Peer Assessments and Student Self Assessment</i> <i>The power or peer-to-peer would be a great way to support the student-led and self-regulated classroom.</i> <i>facilitating student peer assessment</i>
	District: 3	<i>I would like to improve learning about student self-assessment at the early elementary school level.</i>
Formative Feedback	Assigned to a Lead: 11	<i>Giving descriptive feedback</i>
	District: 2	
Gathering Evidence of Student Understanding	Assigned to a Lead: 10	<i>Eliciting evidence of student understanding to include various levels of it using the PLC framework.</i>
	District: 2	<i>I would like to learn more about various teacher questioning strategies.</i>
Learning about Formative Assessment, supporting teachers and students (content areas, value of the process, etc.)	Assigned to a Lead: 9	<i>I would like to improve my toolkit of formative assessments in order to coach teachers in various content areas.</i>
		<i>Continue to build my understanding of how to use form assessment in math.</i>
		<i>Helping staff learn what the process is in a way that is beneficial to them and helping them generate ideas to implement plans</i>
		<i>I would like to improve on getting into the classroom and helping with FAME directly with students. As an</i>

		<i>instructional coach, I didn't have the opportunity to "coach" the FAME team this year and I would really like to do that.</i>
	District: 2	<i>Really all- I still feel like I need a better understanding of what the phrases listed above mean. I am not sure I can define them on my own yet.</i> <i>Just becoming more routine---do it without even noticing</i>
Learning Targets	Assigned to a Lead: 7	<i>More time learning how to take standards and turn them into learning targets</i> <i>Student Success Criteria / examples for 1-4</i>
	District: 1	<i>A pacing guide to show where to start and how to build on each learning target.</i>
Goal Setting with Students	Assigned to a Lead: 6	<i>Goal setting with individual students</i>
	District: 0	
Instructional Adjustments	Assigned to a Lead: 4	<i>I would like to support my team in finding solid assessments that will lead to them making adjustments to their instruction.</i>
	District: 0	
Other (including teacher reflection and planning)	Assigned to a Lead: 5	<i>None</i> <i>I will lead a new team next year with a renewed focus and commitment to this process</i> <i>Pushing for deeper reflections from teachers.</i> <i>More time planning for alignment of best practice strategies upon reviewing student data</i>
	District: 1	

Level of Success in Using Formative Assessment Practices

One question that has been asked multiple times is: *Please rate your team's level of success in using formative assessment practices.* This year's responses showed mixed responses with no discernible pattern, and the District Coaches often skipped the first two answer options but rated themselves as "moderate" or "significant" when it came to "sharing learning targets in student friendly-language" and "providing descriptive feedback." When looking comparatively,

the most common answer remained the same as the previous time that we administered the FAME Coach End of Year Survey but there was fluctuation in the other responses.

Figure 5. Rated Level of Success, 2022-23

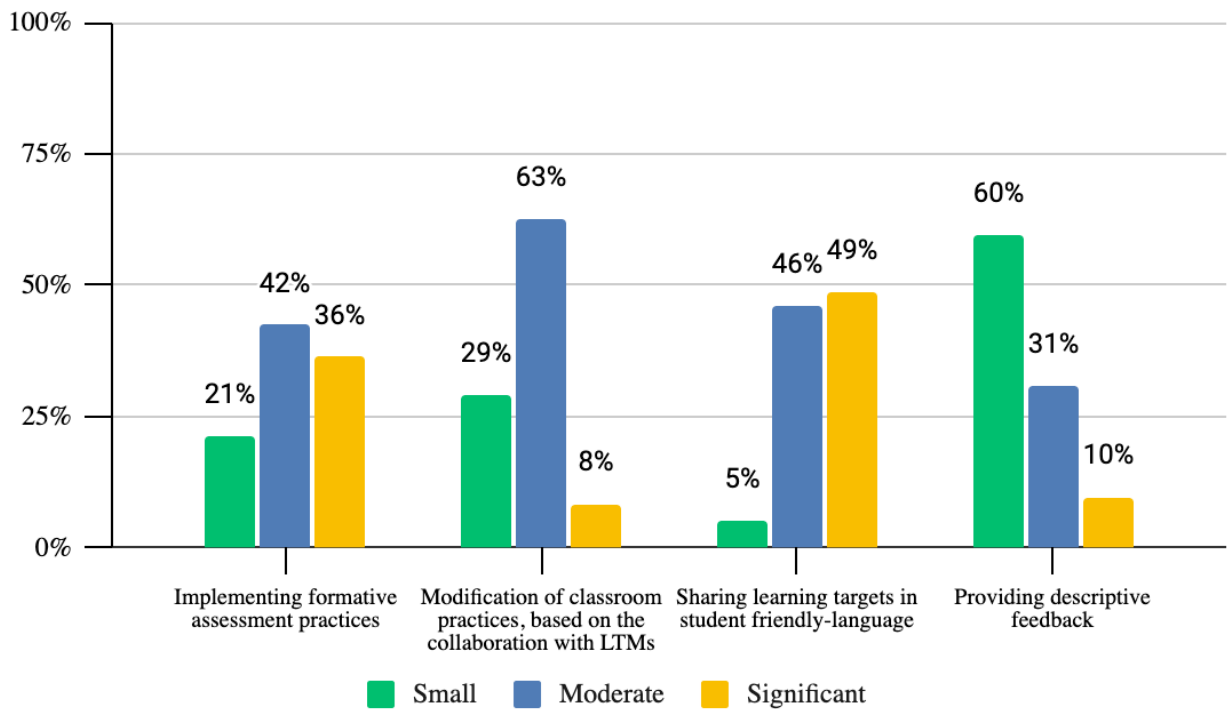
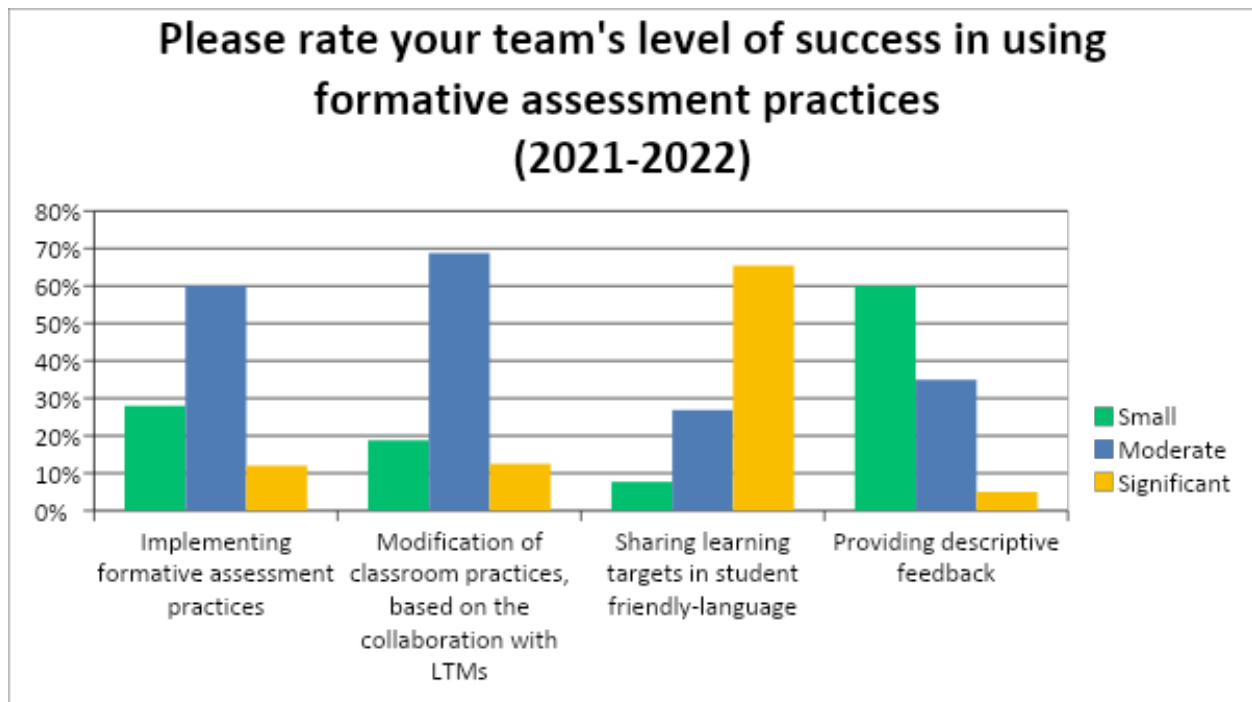


Figure 6. Rated Level of Success, 2021-22



Example of Progress of Learning Team Members

The FAME Coach End of Year Survey asked: *Please share an example of progress your Learning Team members made in implementing the formative assessment process this year (2022-23)?* Twenty Coaches provided examples as they related to Learning Target Use making that the most frequent example mentioned. The top three categories illustrated in the responses from Coaches assigned to a Lead were Learning Target Use (18), Eliciting Evidence of Student Understanding (6), and Instructional Decisions (4), whereas two District Coaches each mentioned Learning Target Use, Feedback Use, and Models of Proficient Achievement. The coded responses are included in Table 3 below.

Table 3. Examples of Progress of Learning Team Members		
Category	Frequency	Example
Learning Target Use	Assigned to a Lead: 18	<p><i>My Learning Team members made considerable progress in understanding formative assessment as well as understanding what learning targets are vs. learning goals and standards. This was major in assisting the team in communicating what students were learning about and most importantly in "student friendly language".</i></p> <p><i>We focused on learning targets. At first used by just us and then eventually became more comfortable with creating them in a format friendly for students to use throughout the unit. Very beginnings of students self reflecting on them.</i></p>
	District: 2	<p><i>Using learning targets the team had a routine that they used and added in the formative assessment process to this and all members of the team used this process this year.</i></p>
Eliciting Evidence of Student Understanding	Assigned to a Lead: 6	<p><i>We have spent a lot of time looking at our power standards. What does it mean to be proficient? Approaching? Below? What types of student evidence would show which area they are performing at? We have dug deep into content to have a better understanding of this.</i></p> <p><i>Teachers were looking for different methods to answer math questions on an assessment. To help students with this, they showed students several different examples of responses and asked students to give feedback about the</i></p>

		<i>responses (how would they rate them).</i>
	District: 1	<i>Using a formative assessment checklist when checking students' work or assessing during whole group instruction to make notes of students' progress.</i>
Instructional Decisions	Assigned to a Lead: 4	<i>Using student evidence for student and teacher analysis to improve student understanding and teacher's instructional decisions based on the evidence.</i> <i>Adjusting instruction for writing based on student challenges</i>
	District: 0	
Planning	Assigned to a Lead: 3	<i>Teachers got better at planning for formative assessment and developed a much stronger sense of formative feedback.</i>
	District: 0	
Learning Progressions	Assigned to a Lead: 2	<i>Our staff has spent 2+ years studying and creating learning progressions- we are now seeing learning progressions being used across our building/</i>
	District: 0	
Feedback Use	Assigned to a Lead: 2	<i>Our team implemented the practices of Building Thinking Classrooms and worked to provide teacher/student feedback and student/student feedback. We also focused on teacher questioning techniques to elicit student thinking.</i>
	District: 2	<i>Better feedback with more specific information to the student</i>
General Resource Use	Assigned to a Lead: 2	<i>We learned together every Friday. We dug into the materials and shared our learning with teachers.</i>
	District: 1	<i>We began implementing a CREW binder, which provided students with a space to share their points of pride, assess their growth, and hold resources for success.</i>
Success Criteria	Assigned to a Lead: 1	<i>At first, they wanted to focus on eliciting evidence. However, through our dialogue, they realized that without clear learning targets, we would not be able to set success criteria to gather evidence.</i>

	District: 1	<i>I do not feel like I met enough with my off grade level team to answer this question. My co-teaching partner and I created a classroom culture that allowed students to honestly self-assess and identify next steps for learning. Students did not feel pressured to make a particular choice and were comfortable asking questions that would help them clarify what they needed to work on in order to meet the success criteria.</i>
Models of Proficient Achievement	Assigned to a Lead: 1	My learning team is working on writing samples to help students understand the progression of their writing development.
	District: 2	<i>Created Proficiency Models for Math</i>
Peer Assessment	Assigned to a Lead: 1	<i>Teachers focused on their learning this year, and most plan to make changes for next year. Several teachers already use learning targets, teacher questioning strategies, peer feedback, and a few other elements. We shared some teachers' current practices in our meetings to help team members know what others are currently doing.</i>
	District:	
Learning Decisions	Assigned to a Lead: 1	<i>Using student evidence for student and teacher analysis to improve student understanding and teacher's instructional decisions based on the evidence.</i>
	District: 0	

Formative Assessment Impact on Students

Another question asked multiple years is: *In what ways has the use of the formative assessment process impacted students?* Note that this question is a mark all that apply type. “Improved student engagement” continues to be the notable impact on students that Coaches report seeing. Interestingly, it seems like Coaches are seeing “increased ownership and self-regulation” over “improved student work” this year whereas last time this question was asked in 2021-22 that was reversed. Regardless, those three continue to be the most frequently reported over time and District Coaches did not deviate from this overall trend. The results are included in Figure 7 and 8.

Figure 7. Formative Assessment Impact on Students, 2022-23

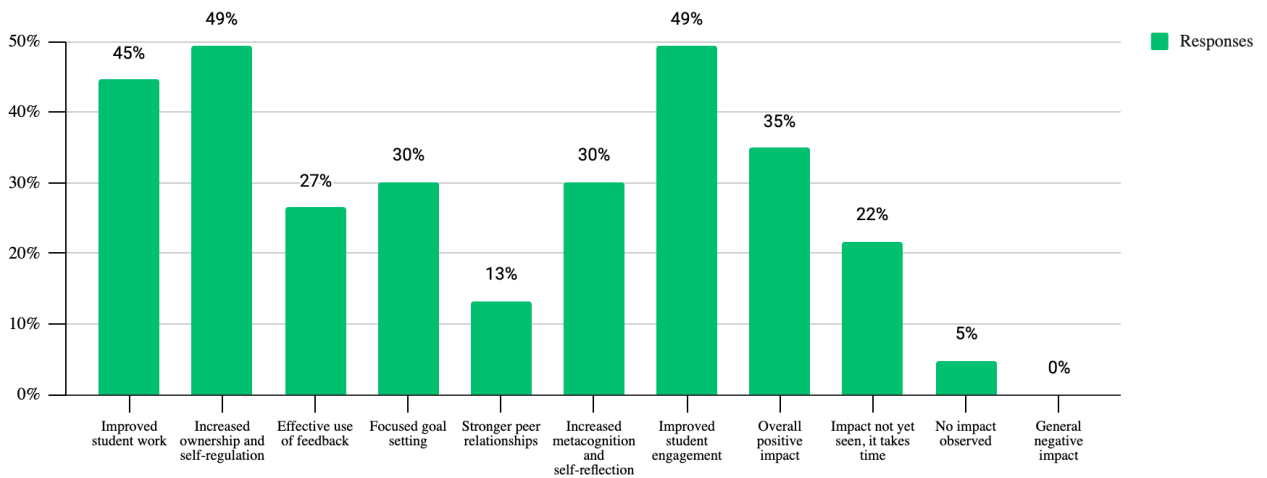
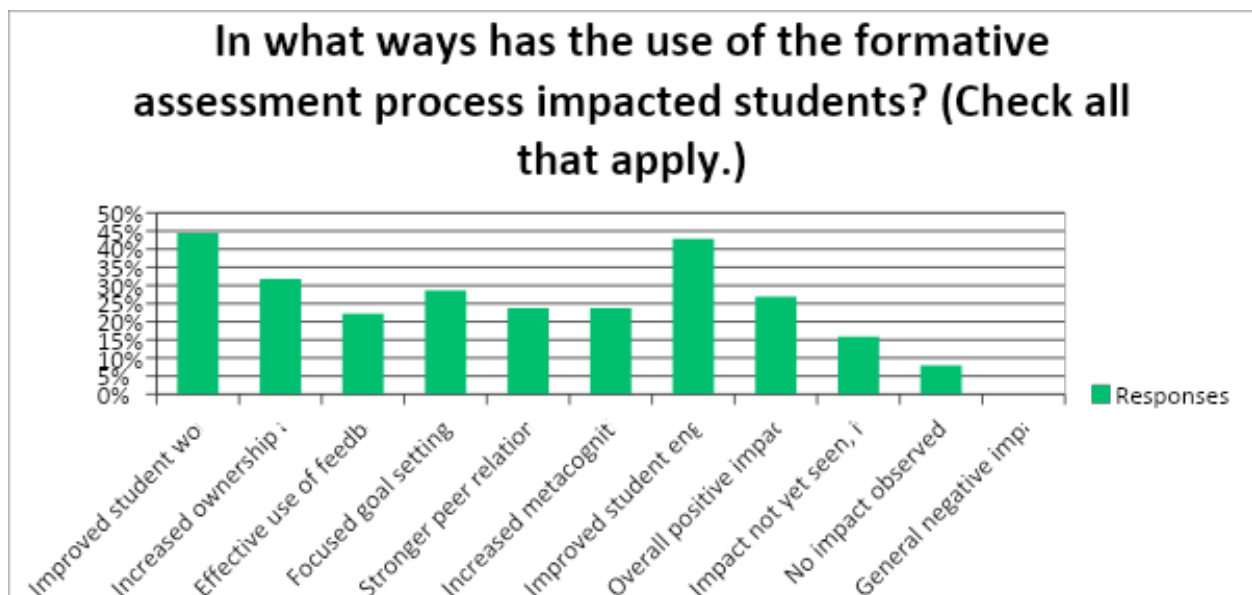


Figure 8. Formative Assessment Impact on Students, 2021-22



Beneficial Aspects of Learning Team Meetings

The final question asked multiple years of Coaches: *What are the most beneficial aspects of the Learning Team meetings?* Note that this question is a mark all that apply type. “Sharing ideas about formative assessment” was the top response, followed by “reflecting on the use of formative assessment” and a tie between “learning about formative assessment components and elements” and “planning to use formative assessment in the classroom.” Interestingly, the trend continues across both years and “receiving feedback about the implementation of formative assessment” remained the least beneficial aspect of the Learning Team Meetings reportedly. District Coaches did deviate a little with the most frequently selected aspects being “sharing ideas about formative assessment” and “planning to use formative assessment in the classroom.” With that said, District Coaches kept “receiving feedback about the implementation of formative assessment” as the least beneficial aspect of the Learning Team Meetings. Possible explanations

include that Coaches were not trained in this area, or they did not have the opportunity to receive feedback about the implementation of formative assessment. Figures 9 and 10 outline these results.

Figure 9. Most Beneficial Aspects of Learning Team Meetings, 2022-23

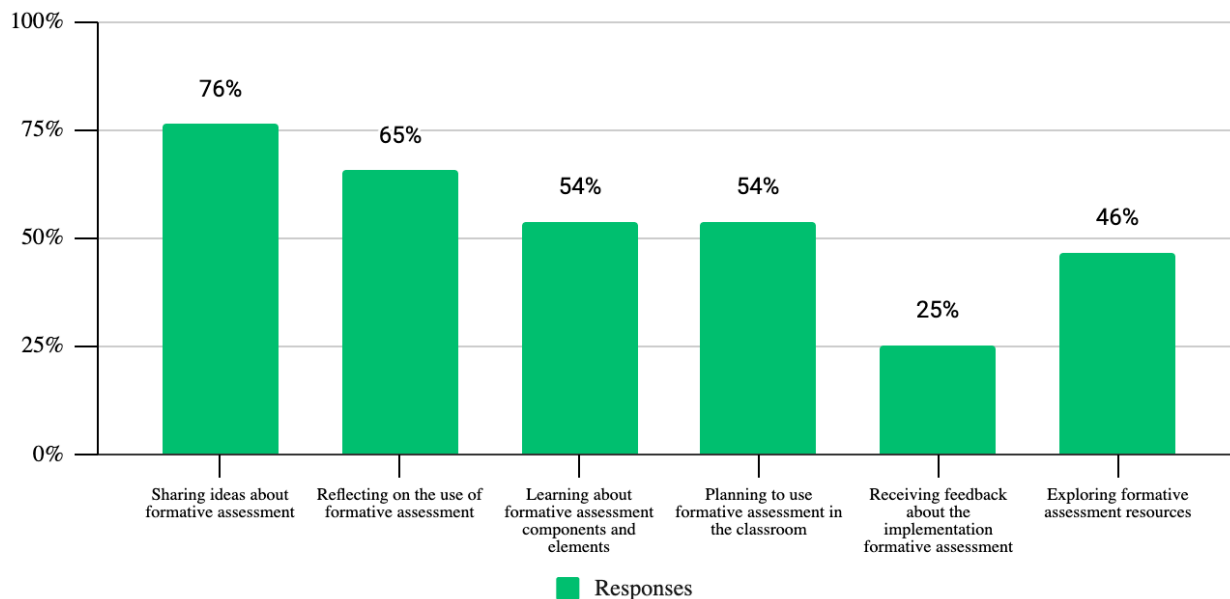
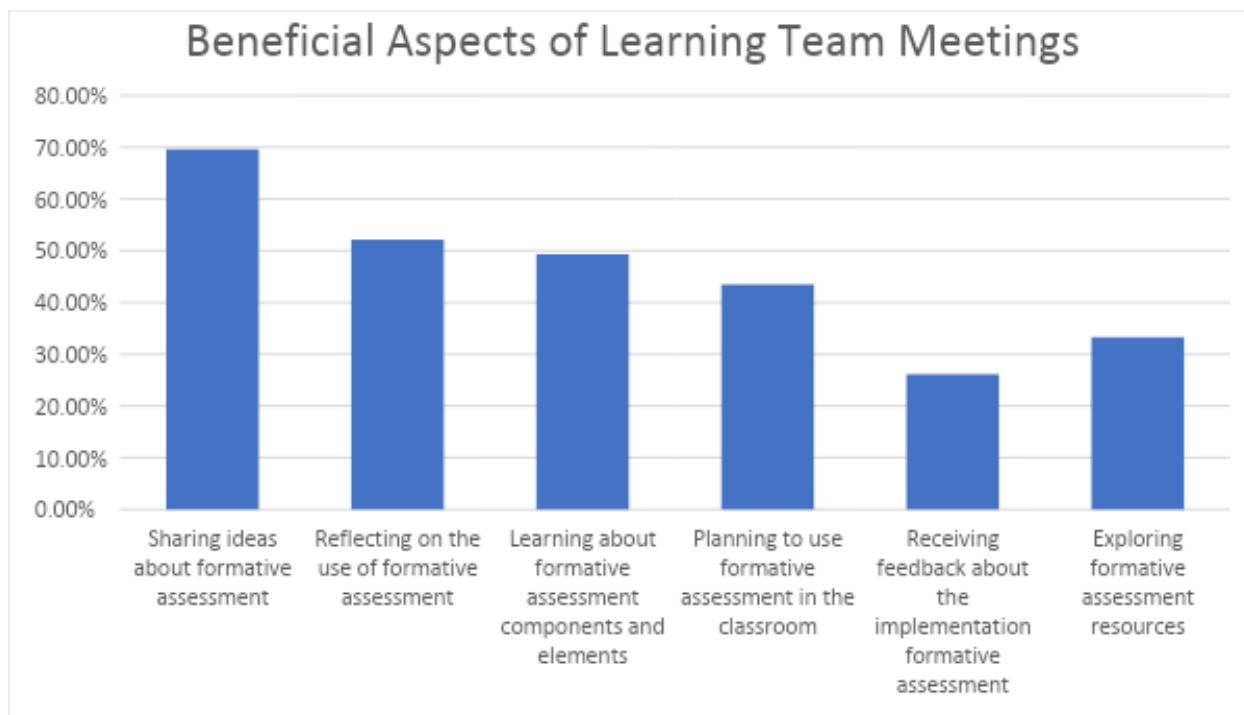


Figure 10. Most Beneficial Aspect of Learning Team Meetings, 2021-22



Overall Value of FAME Program

The FAME Coach End of Year Survey asked: *Please comment on the overall value of*

the FAME program to you and for your Learning Team. In their open-ended responses, Coaches assigned to a Lead were mostly discussing the idea that FAME is a highly valuable program in a number of way (25) and these reviews were glowing: “best investment the MDE makes in teaching,” “biggest contributor to my personal growth,” and “most valuable training [teachers] have ever been a part of.” This positive perception of FAME’s overall value was followed by excitement about progressing and continuing to implement the formative assessment process (9).

Most commonly, District Coaches discussed the two categories: beneficial learning about the formative assessment process through training and resources and potential support to teachers. The response category, frequency, and examples about the Overall Value of the FAME program are included in Table 4.

Table 4. Overall Value		
Category	Frequency	Example
Highly Valuable Program in a Number of Ways	Assigned to a Lead: 25	<p><i>FAME is perhaps the best investment the MDE makes in teaching and learning in Michigan's schools.</i></p> <p><i>FAME is an invaluable asset to our learning team. It is vital to our growth as teachers as well as the growth expected within our kids.</i></p> <p><i>Love it! I am hopeful to get others involved to keep the FAME team going and growing in our building/district.</i></p> <p><i>Teachers say it is the most valuable training they have ever been part of...some call it "teacher therapy" and it gives them real tools to make an impact and a support group to go to when implementing.</i></p>
	District: 0	
Improved Teaching and Learning in the Classroom	Assigned to a Lead: 10	<p><i>As a developing team, the FAME program helped us build collective understanding around instruction and best practices in using the formative assessment process to impact student learning.</i></p> <p><i>FAME has been helpful for our team. It has allowed them to think about many of the strategies they are already using in the classroom and how they can use them more intentionally.</i></p> <p><i>The FAME program helps educators take an "assessment"</i></p>

		<i>to a process. The growth of knowledge directly impacts instruction and ultimately supports ALL students.</i>
	District: 0	
Making Progress and Excited About Next Steps	Assigned to a Lead: 9	<i>We very much value the FAME process and are excited to fully jump in next year!</i> <i>The overall value is high, but since this is the first year of FAME in the district, participation is low. I anticipate increased participation next year.</i> <i>Great impact, but looking for even greater results in the near future.</i>
	District: 1	<i>This was our first year with the program and they see a lot of value as they move forward with the program.</i>
Beneficial Learning About the Formative Assessment Process Through Training and Resources	Assigned to a Lead: 4	<i>I LOVE the website and the resources available to us. I've been spending quite a bit of time on the assessment website and am excited to dig deeper with this learning over the summer.</i> <i>I enjoyed the scaffolded process from planning to adjustments.</i> <i>The structure and resources of the program are very helpful in facilitating our local efforts.</i> <i>Lots of resources to support learning of all parts of FA; Friends of FAME opportunities to attend trainings</i>
	District: 2	<i>Much more knowledgeable about FAME Components and Elements, especially implementation in the area of Learning Target Use</i> <i>Brought a lot of awareness of what we can improve on</i>
Develop the PLC Culture That All Teachers Need to Engage Deeply in Professional Practice	Assigned to a Lead: 3	<i>FAME has been very valuable for my entire district. It is a district focus, which has made the implementation of FAME much easier.</i> <i>This program has given us time to meet and discuss the importance of formative assessment. We have really enjoyed meeting!</i> <i>The FAME program allows us in our building to come together and reflect on our practices and what we need to work on as we work on our school improvement goals.</i>
	District: 0	

Promote District-Wide Support and Implementation of Formative Assessment	Assigned to a Lead: 3	<p><i>FAME is becoming a major initiative in our district. We are hoping to increase its implementation next year, possibly doubling it.</i></p> <p><i>The FAME program was valuable to me and our Learning Team as it perfectly integrated with our district wide focus of MTSS. FAME is not just an initiative, it's a best practice. It's part of our daily life with students as we plan, instruct and reflect.</i></p>
	District: 0	
Promote and Support Instructional Leadership and Coaching Capacity	Assigned to a Lead: 3	<p><i>It has been a great way to fine tune my coaching abilities and grow as an instructional coach alongside others</i></p> <p><i>This has made me a better coach and my coaching cycles are focused on formative assessment.</i></p>
	District: 0	
Value of Formative Assessment and Need for Further Clarity of Expectations	Assigned to a Lead: 0	
	District: 1	<p><i>Formative Assessments are of high value, but this is so obscure and does not have any clear vision for teachers to grab onto. I don't know if this is by design so nobody can actual describe what this program is, so that it can be described as whatever you want it to be to maintain it. But, vast majority of teachers have no idea what any of this is supposed to be doing or how it will help them specifically.</i></p>
Potential to Support Teachers and More Could be Done to Make it Successful	Assigned to a Lead: 0	
	District: 2	<p><i>I feel I could have done more to make it more useful. One team was really hesitant the other just needed to be more organized and there was too much time between meetings for consistency. The coach (me) would have had to create follow up opportunities outside of the lens of the current requirements to have made it effective. This is my opinion.</i></p> <p><i>I believe that the FAME program will help our teams. The components allow teachers to be more reflective in their teaching and planning. I do believe that it is difficult for leaders to facilitate off grade level teams. We need to meet more often in order to support them.</i></p>

The FAME Coach End of Year Survey asked: *Is there anything else the Michigan Department of Education could provide to support your work with your Learning Team and the formative assessment process?* Primarily, Coaches reported acknowledgements and thank yous (9) in the category Grateful for the Program and Support MDE Provides. Some Coaches responded none (10) indicating that they do not need further support. Other Coaches requested the FAME program continue (5) under the category Please Continue the Support/FAME Program and Make Connections. Additional response categories included Quality Teaching Videos and Resources (5) and Programming and Training Opportunities (4). There were also several requests for different types of resources. The coded data is included in Table 5: Requests for Further MDE Support.

Table 5. Requests for Further MDE Support		
Category	Frequency	Example
Grateful for the Program and Support MDE Provides (acknowledgements and thank yous)	Assigned to a Lead: 9	<i>It is great the funding that is provided to support this work.</i> <i>Thank you for providing these resources and support. Adaptive schools, cognitive coaching and all the FAME resources are invaluable in moving our students forward.</i> <i>Shout out from the rooftops about the Michigan Assessment Consortium - I learned about the MAC at the testing conference this year and the available information is great.</i>
	District: 0	
None	Assigned to a Lead: 9	
	District: 1	
Please Continue the Support/FAME Program and Make Connections	Assigned to a Lead: 5	<i>Continue to support FAME and also look for the connections to MTSS.</i> <i>Not that I can think of. Just continue offering the wonderful trainings and maybe help coaches to see what is in common between other common initiatives (i.e. Reading Apprenticeship, Building Thinking Classrooms, Restorative Practices, etc.)</i> <i>Continue to offer professional learning opportunities that</i>

		<i>provide teachers the strategies and tools that allow them to grow in their practice and help students grow as learners.</i>
	District: 0	
Quality Teaching Videos and Resources	Assigned to a Lead: 5	<p><i>More videos of teacher enactment of formative assessment</i></p> <p><i>Not that I can think of at this time...maybe more quality teaching videos - my team really liked seeing teachers in action.</i></p> <p><i>Updated videos (many seem old)</i></p> <p><i>Videos / resources specific to middle school and elective courses</i></p> <p><i>Additional videos, handouts, and classroom formatives that anyone could use for teaching (make & take)</i></p>
	District: 0	
Programming and Training Opportunities	Assigned to a Lead: 4	<p><i>I would to see Cognitive Coaching training return to the UP! I know that all of the MAPS instructional coaches would love to attend!</i></p> <p><i>Provide opportunities for advanced adaptive schools and advanced cognitive coaching within the school year (not the summer).</i></p> <p><i>It is hard for me to be absent to attend trainings. I would love summer or virtual options.</i></p> <p><i>Provide access to Advanced Cognitive Coaching in 2023-24</i></p>
	District: 0	
Formative Assessment Examples	Assigned to a Lead: 1	<i>I would like to see grade level examples of formative assessments of teams that are doing this work well.</i>
	District: 0	
Time	Assigned to a Lead: 1	<i>TIME (not possible I know but the resource we are all short on.)</i>
	District: 0	
More Articles and Research on Formative Assessment	Assigned to a Lead: 1	<i>More articles on research supporting the formative assessment process.</i>
	District: 0	

Specific Resources (e.g., curriculum, routines, procedures)	Assigned to a Lead: 0	
	District: 1	<i>Specific curriculum resources and routines and procedures that work within the classroom. Stop wasting money on reading and math coaches who direct you to create these nonsense programs as a ploy to get more money not actually being in the classroom helping students. Get into the classrooms and ask teachers what will help them improve the learning of their students. This is just a bamboozle by highly educated people who no longer want to be in the classroom and or dealing with students on a day to day basis. Nothing of this is helping teachers in the day to day, it is only complicating things as there is little to no understanding as to the point of this entire program.</i>
Increase Funding for Materials	Assigned to a Lead: 0	
	District: 1	<i>Increase funding for new materials classroom teachers can use on a daily basis</i>

Summary and Recommendations

Overall, Coaches are reaping the benefits from the FAME program, speaking highly of formative assessment, and it is in turn improving their self-reported use and understanding of formative assessment strategies. There were many varied responses about progress, with a general theme of growth and increased understanding and use of the formative assessment process. Most Coaches provided examples of progress to support their Learning Team in the area of collaborative learning about formative assessment. When comparing their self-report of before and after their participation on a FAME Learning Team, Coaches reported an increase in knowledge and understanding of the formative assessment process. Over 95% of Coaches reported moderate to significant success in sharing learning targets in student friendly language and 92% indicated moderate or significant success in modification of classroom practice based on collaboration with Learning Team Members. In terms of implementing the formative assessment process, Coaches responded that Learning Team Members made progress across many FAME Components and Elements, with Learning Target Use being the most frequently reported category (20) and Instructional Decisions being the second most frequently reported category (4). For the impact of the formative assessment process on students, Coaches reported, “Improved student engagement” was the most notable impact on students. The most beneficial aspect of the Learning Team Meetings was sharing ideas about formative assessment.

The findings indicate that an emerging theme across three questions was the need to

improve the use of self- and peer assessment. Coaches reported that their use and knowledge of the formative assessment process had increased, however, many Coaches still reported that after their participation in the FAME program they felt “somewhat” knowledgeable. The data highlights self- and peer assessment were by far the most frequently reported aspect that Coaches wished to improve upon. The recommendation is that Coaches could benefit from additional resources and focused training on self- and peer assessment. This is consistent with the findings from previous years when Coaches indicated self- and peer assessment was an area for further growth.

Another formative assessment strategy that was highlighted across survey questions and therefore might be another area in which Coaches would like further resources and targeted training was providing descriptive feedback. In addition to self- and peer assessment, Coaches mentioned wanting to improve other aspects of formative feedback. This trend was less noticeable in their use and understanding questions but was highlighted when asked to rate their level of use for providing descriptive feedback. Providing descriptive feedback was the only option that had “small” success outweighing “moderate” and “significant” success. 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, and specifically in the area of formative feedback.

These recommendations are aligned with the types of MDE support the Coaches requested: quality teaching videos and resources and programming and training opportunities. It will be beneficial for the program to look for alignment between types of requested support and areas of reported need from the Coaches.

Overall, the majority of FAME Coaches find an immense value in the FAME program. They report it is highly valuable for their professional learning and the development of their instructional practice as well as collegial collaboration. The numerous examples of quotes (a few are included below) from the Coaches speak volumes about the value of the FAME program to educators, and in turn to students, across Michigan.

The FAME project is the biggest contributor to my professional growth!

This is an extremely valuable program.

FAME is perhaps the best investment the MDE makes in teaching and learning in Michigan's schools.

FAME is an invaluable asset to our learning team. It is vital to our growth as teachers as well as the growth expected within our kids.

Our team found great value in the FAME program and intend to continue the learning team and the focus next year.

Love it! I am hopeful to get others involved to keep the FAME team going and growing in our building/district.

I consider the Adaptive Schools & Cognitive Coaching training through FAME the best PD I have ever received.

I love FAME and feel like it is greatly helping my professional growth as a teacher

The professional learning opportunities for FAME coaches are extremely valuable!

As a developing team, the FAME program helped us build collective understanding around instruction and best practices in using the formative assessment process to impact student learning.

FAME has been very valuable for my entire district. It is a district focus, which has made the implementation of FAME much easier.

The FAME program allows us in our building to come together and reflect on our practices and what we need to work on as we work on our school improvement goals.

ATTACHMENT G

**FAME Learning Team Member
End of Year Survey
Data Summary**

**Prepared by
Tara Kintz and Meg Turner**

Michigan Assessment Consortium

August 2023 FAME Learning Team Member End of Year Survey Data Summary 2022-23

Survey Background and Administration

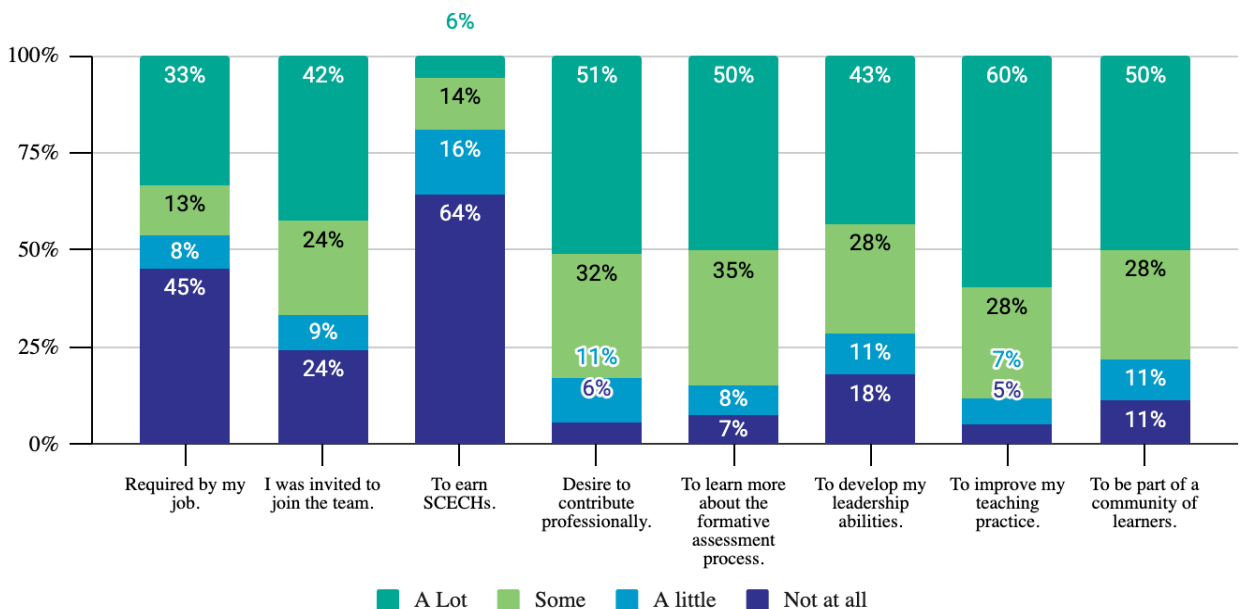
The following data summary includes all the open-ended questions and a selection of closed ended questions from the FAME Learning Team Member End of Year 2022-23 survey. The survey had a total of 19 questions, of which 3 were open-ended. Given that the survey was administered via an anonymous link that Coaches passed along to their Learning Team Members, we are unable to calculate the overall response rate nor can we distinguish between Learning Team Members that have Coaches assigned to a Lead or District Coaches as we have in other survey data summaries. We did have 183 Learning Team Members respond to the FAME Learning Team Member End of Year 2022-23 survey. The survey was live from May 2 through June 2 with weekly reminders to Coaches to then pass along to their Learning Team Members. The responses to a number of questions relevant were then coded and are summarized in this report.

Summary of Learning Team Member End of Year Survey Data

Contributing Factors to Becoming a Learning Team Member

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

Figure 1. Learning Team Member Contributing Factors



Knowledge and Use of the Formative Assessment

The seventh and eighth question of the FAME Learning Team Member End of Year Survey asked about the member’s prior knowledge and use of the formative assessment process. The seventh question asked: *Prior to your participation on the FAME Learning Team, how knowledgeable were you about the use of the following strategies?* And the eighth question was: *Prior to your participation on the FAME Learning Team, how often did you use each of the following strategies?* Figures 2 and 3 show that overall Learning Team Members reported that they had a somewhat or very good understanding of formative assessment strategies and were using most, if not all, of the formative assessment strategies multiple times a week prior to participating on the FAME Learning Team.

Figure 2. Knowledge and Understanding of the Formative Assessment Strategies Before

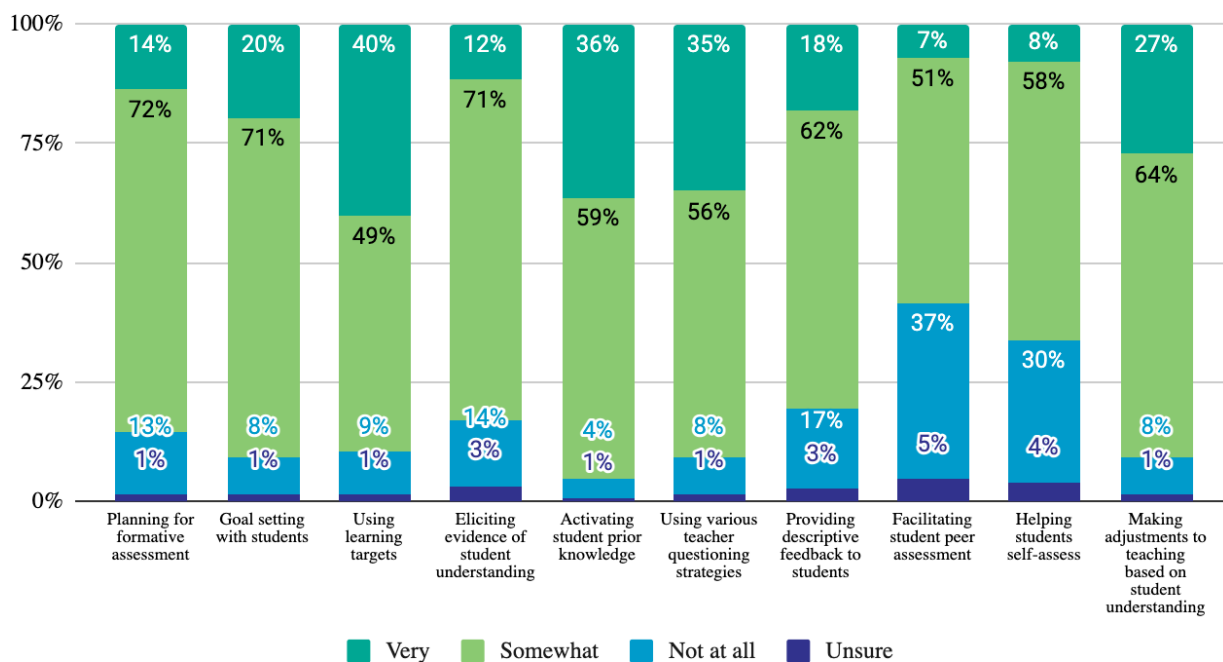
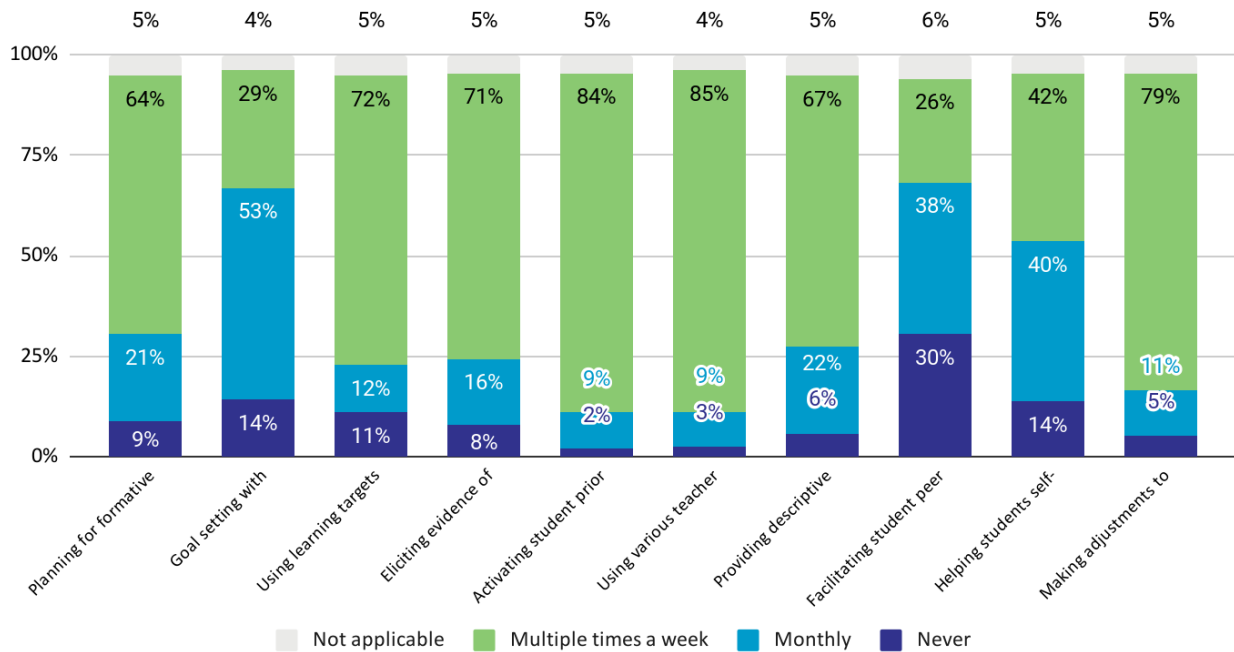


Figure 3. Use of the Formative Assessment Strategies Before⁸

⁸ Note: Answer options for the question about frequency of use were collapsed from six categories (Never, Monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, Monthly, Multiple times a week, and Not applicable) to make it easier to visualize.



Questions 11 and 12 tracked how their knowledge and use changed after participating in the FAME process. The eleventh question asked: *After working with your FAME Learning Team this year, how knowledgeable are you about each of the following aspects of the formative assessment process?* And the twelfth question was: *After working with your FAME Learning Team this year, how often do you currently use each of the following aspects of the formative assessment process with K-12 students?* As shown in Figure 4, Learning Team Members indicated that their knowledge and understanding had improved to now being a majority rating themselves as very or somewhat knowledgeable. As expected, Figure 5 similarly illustrates that their use of such strategies increased. This trend was particularly noticeable on the strategies that they reported having limited knowledge of and were not really being utilized before.

Figure 4. Knowledge and Understanding of the Formative Assessment Strategies After

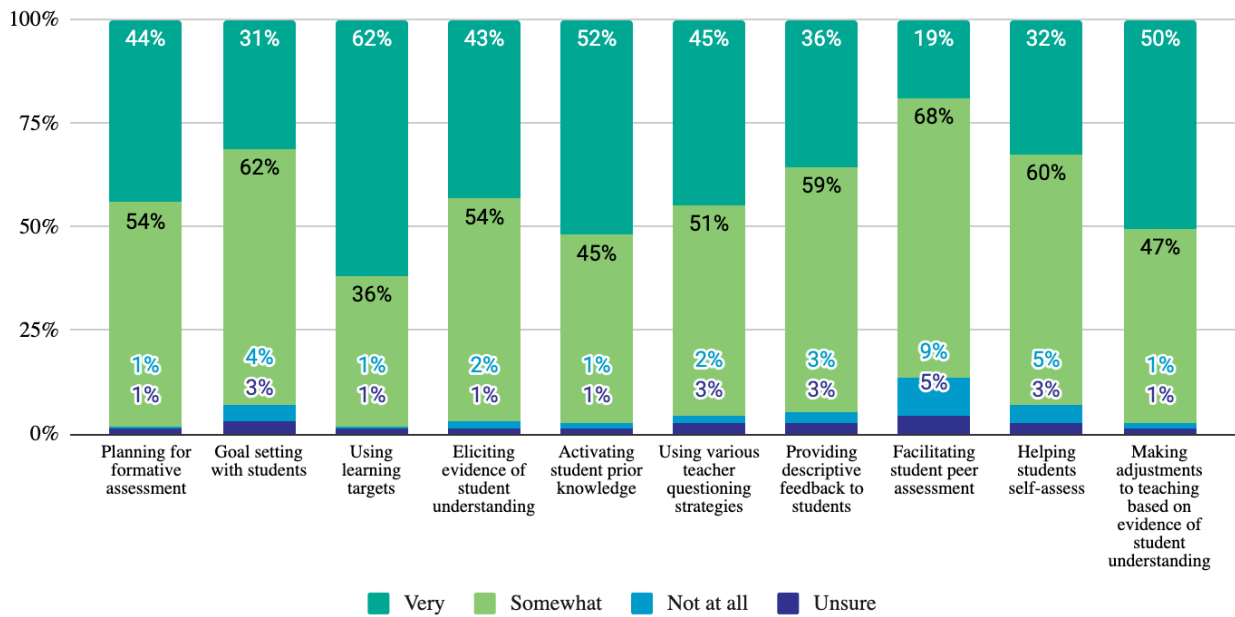
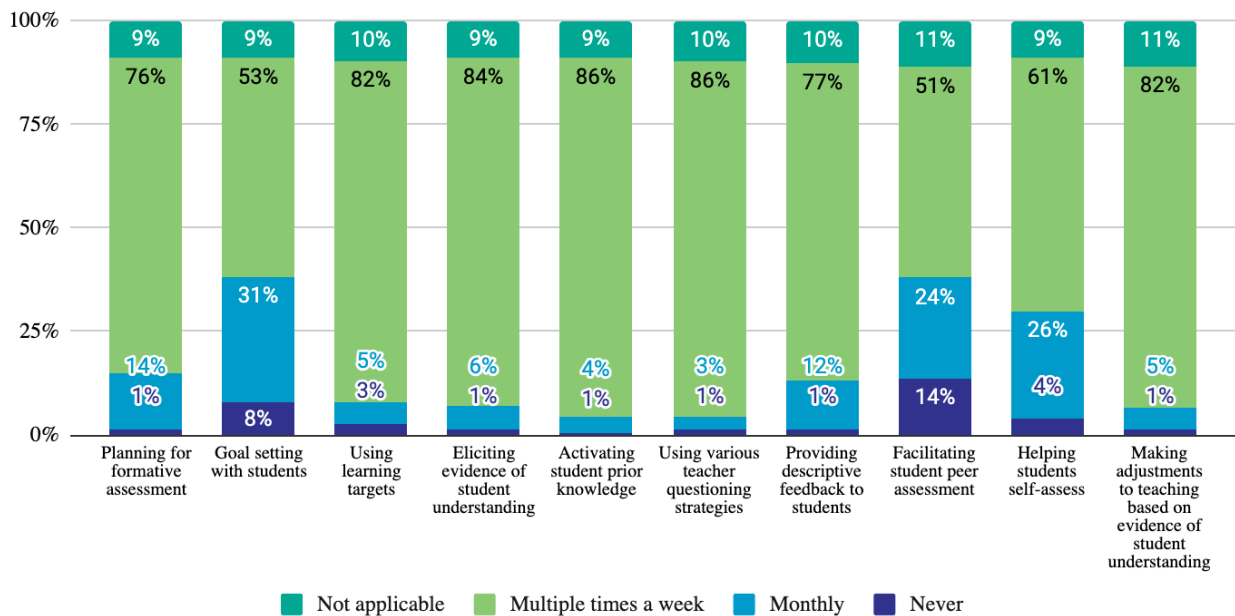


Figure 5. Use of the Formative Assessment Strategies After⁹



Situation in Which They Employed the Formative Assessment Process

Another question on the FAME Learning Team Member End of Year Survey asked: *Describe an event or situation in which you used the formative assessment process. Include a description of the formative assessment strategy or tool you used as well.* General use of an assessment tool was the most common response. Eliciting Evidence of Student Understanding

⁹ Note: Answer options for the question about frequency of use were collapsed from six categories (Never, Monthly, 1-2 times a week, 3-4 times a week, Daily, and Not applicable) into four categories (Never, Multiple times a week, and Not applicable) to make it easier to visualize.

(20), Learning Target Use (19), Self-Assessment (13), and Peer-Assessment were also popular choices. Other formative assessment practices receiving mention include Formative Feedback (7), Learning Progressions (5), Instructional Decisions (3), Planning (2), and Learning Decisions (1). These results are summarized in Table 1 below.

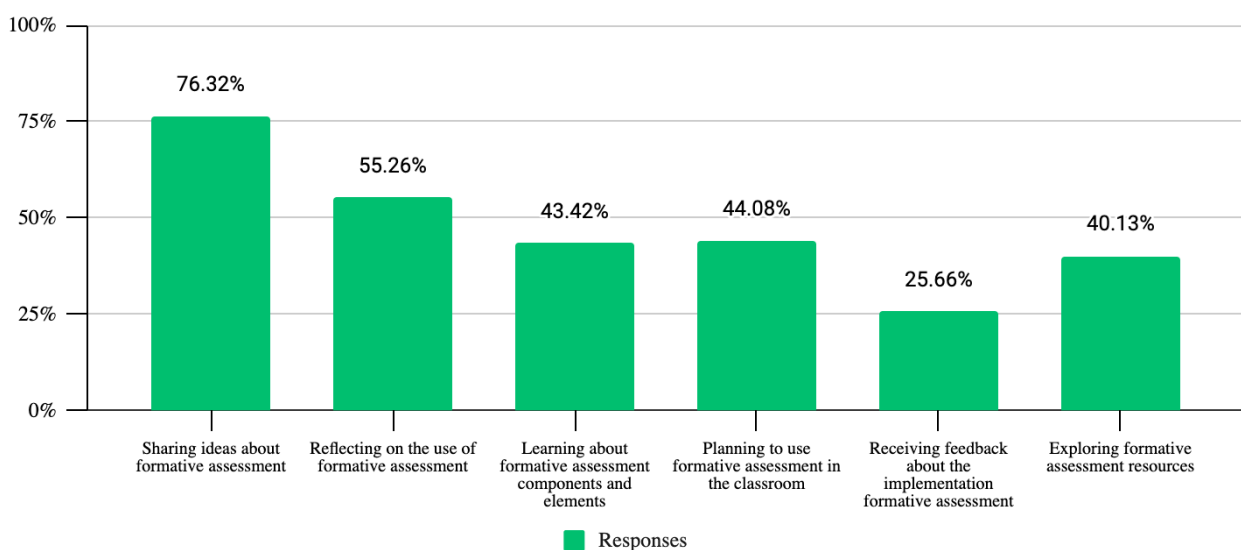
Table 1. Example of Formative Assessment Process		
Category	Frequency	Example
Planning	2	<i>Small group lessons - planning who will be in the group and what skill we will focus on.</i>
Learning Target Use	19	<i>We start each lesson with the learning target. We revisit it throughout the lesson. Then we defrief the lesson with the learning target and discuss if we have met it or not and how we can get there.</i>
Learning Progressions	5	<i>Student use of learning progressions for persuasive essay.</i>
Activating Prior Knowledge	4	<i>I did a pre-unit assessment with written responses. I was activating student prior knowledge and then used that to make instructional decisions based on the evidence.</i>
Eliciting Evidence of Student Understanding	20	<i>During my math lessons, I try to gather as much student evidence of their learning. I do this by walking around and seeing if they are able to answer the questions on Zearn correctly - both on their computer and on their notes page. I observe which students are raising their hand the most or not at all. Finally, I assign starred skillson IXL that go a long with the lesson we just did and I check to see how they are performing by watching the live view so I can see if they are struggling or not.</i>
Formative Feedback	7	<i>I used rubrics to introduce writing strategies and then gave students feedback using these rubrics</i>
Self Assessment	13	<i>Students using project rubrics to self assess prior to a conversation with the teacher for discussion.</i>
Peer Assessment	11	<i>Prior to an assessment, in class students worked on a peer assessment activity where they had to look at the work of a student and determine how it would be scored, find what was missing, and have conversations about why certain grades were earned and then complete an exit ticket based on criteria that they had come up with as a whole group, that received immediate feedback on their learning target - assessed where they were at. In order to help students understand where they were in the learning process.</i>

Learning Decisions	1	<i>I gave the students an assignment where many of them rushed through just to be done. I took three really great examples and three not so great examples to use as a progression. Students got their papers back and compared to my samples. They made adjustments based on my feedback, and re-submitted the assignment once they were proud of what they had done.</i>
Instructional Decisions	3	<i>I use coaching with teachers to review their lessons, how they feel their lessons went, how they know, what evidence they used from students, adjustments they might consider, etc...then planning with them.</i>
Use of Assessment Tool	30	<i>exit ticket in math</i>

Beneficial Aspects of Learning Team Meetings

Learning Team Members were asked about their experience within their Learning Team Meetings: *What are the most beneficial aspects of the Learning Team meetings?* Note that this question is a mark all that apply type. Most commonly, Learning Team Members reported that “sharing ideas about formative assessment” was the most beneficial aspect of Learning Team meetings (Figure 6). Interestingly, while not shown below, this trend is very similar to that shown by Coaches responses even with “receiving feedback about the implementation of formative assessment” being the least beneficial aspect of the Learning Team Meetings.

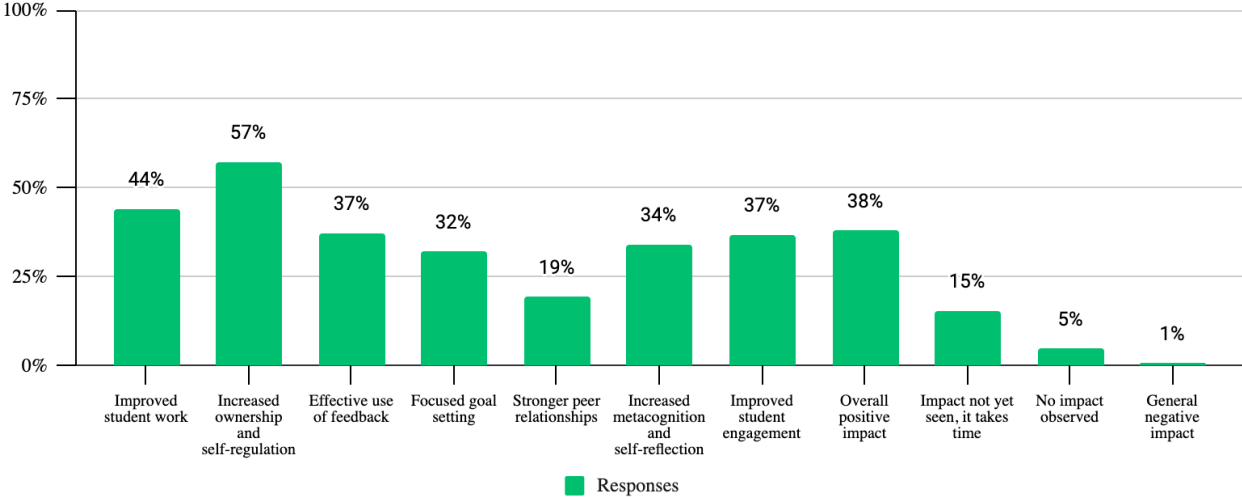
Figure 6. Most Beneficial Aspects of Learning Team Meetings, 2022-23



Formative Assessment Impact on Students

Another question we asked is: *In what ways has the use of the formative assessment process impacted students?* Note that this question is a mark all that apply type. The top three areas of impact reported on students are shown in Figure 7 as: “increased ownership and self-regulation,” “improved student work,” and “overall positive impact.” Learning Team Members also saw that this program has an “overall positive impact” (38%) and those that had not seen effects yet knew that “it takes time” (15%).

Figure 7. Formative Assessment Impact on Students, 2022-23



Overall Value of FAME Program

The FAME Coach End of Year Survey asked: *Please comment on the overall value of the FAME program to you and for your Learning Team.*

Table 2. Overall Value		
Category	Frequency	Example
Highly Valuable Program in a Number of Ways	41	<p><i>Overall value is Excellent. FAME program supports coach development, adds a structure and framework, beautifully supports and aligns with all of the other district</i></p> <p><i>The FAME meetings have been a game changer for my formative assessment practices this year. The helped me keeping formative assessment on my mind every time I lesson plan.</i></p> <p><i>This has been my favorite professional development over the past two years. I've really enjoyed learning more about it and putting it into practice in my classroom.</i></p>

		<i>The overall value of this work is amazing. The work that we do around formative assessment has positively impacted my classroom on a daily basis.</i>
Develop the PLC Culture That All Teachers Need to Engage Deeply in Professional Practice	14	<p><i>I really enjoyed working with my peers and talking over things to improve my teaching</i></p> <p><i>FAME is a support group where you are given time to learn and process new ideas with a group of professionals. It is a very safe learning environment with the goal to push you, not tell you what you are doing wrong.</i></p> <p><i>I love the collaboration of my team and getting helpful feedback. The time spent working together and seeing what other teachers are doing with formative assessments was very helpful.</i></p>
Beneficial/Potential Value and Some Challenges	10	<p><i>I believe the FAME project could be very beneficial to our building! However, we have high turnover so it is difficult to get a team established.</i></p> <p><i>I am always looking for ways to improve student learning and understanding so there is value in the FAME program. We are only given 30 minutes every other week to come together as a team so it is difficult to get much accomplished.</i></p> <p><i>The FAME program was very well structured and facilitated. It was difficult to fully dedicate the required time with the overwhelming nature of a full teaching load, and frustrating when feeling like there was little commitment to formative assessment on the part of the district as a whole.</i></p> <p><i>I see the value of using the FAME program, I'm still trying to help the administrators see the value. It will take time. This is going to be our first year fully separated from all things COVID, so maybe they will feel like they can focus on instruction.</i></p>
Improved Teaching and Learning in the Classroom	9	<p><i>FAME allows teachers the operational flexibility to make on the spot adjustments to meet the needs of their students. Continuing to develop this skill is essential to my life long development as a learner and professional educator.</i></p> <p><i>It was a great way to have quick, consistent feedback from students and be able to give it back in the same way. I look forward to implementing it right off the bat at the beginning of next school year.</i></p>
Beneficial Learning About the Formative Assessment Process	8	<i>I find that the FAME program has been really valuable. As a new teacher it has been great to meet colleagues from outside of my department and hear about their experience with assessment. Learning more of the basics of formative assessment has been really helpful since I am new and also got my certificate via an</i>

Through Training and Resources		<p><i>alternative route and did not get as much practice with lesson planning. FAME has given me time to reflect on my practice and also has forced me to think during my planning about doing quality (not quantity) formative assessment.</i></p> <p><i>Great value in understanding the true meaning of FA and how to use it the correct way with your students in the classroom.</i></p> <p><i>Overall, our team learned a lot from exploring the resources. We took turns presenting the learning modules to each other and I believe we improved our understanding of what formative assessment truly is as a process (verb) and not an event (noun).</i></p>
Potential Needs and Suggestions	3	<p><i>Some teams worked more effectively than others. There may be a need to have more work and training in the district around PLC meeting formats and protocols in general. Having meetings around the idea of data and asking questions... could use more support.</i></p> <p><i>We barely scratched the surface of FAME this year. Our learning team leader provided very little leadership or direction. I am anxious to move forward next year with a new leader that will guide us through this process in a more comprehensive way.</i></p>
N/A or Not Valuable	2	<p><i>N/A I really didn't have time to coach this year. I'll try again next year. I really only was able to improve my own practice.</i></p> <p><i>I did not find it a valuable tool.</i></p>
Promote and Support Instructional Leadership	1	<p><i>Completely keeps me motivated to continually support my fellow teaching staff.</i></p>
Making Progress and Excited About Next Steps	1	<p><i>I thought that this was a great explorative year for FAME in Portage. I'm looking forward to seeing how it grows over the next several years and the path we choose to take with our teams.</i></p>
Value of Formative Assessment/Resources and Need for Further Clarity Or Expectations	1	<p><i>A lot of resources, but I'm not always sure where to look or start.</i></p>

Summary and Recommendations

Overall, Learning Team Members reported their knowledge and understanding improved

from before their participation to after their participation in the FAME Program. After their participation, the majority of Learning Team Members responded they were very or somewhat knowledgeable about formative assessment. In addition, Learning Team Members' use of formative assessment strategies also increased after their participation in the FAME program. This trend was particularly noticeable on the strategies that they reported having limited knowledge of and were not being utilized before. The recommendation is to continue the effective work in the FAME program that provides meaningful resources and learning opportunities to Learning Team Members to support their knowledge and use of formative assessment.

When asked to provide an example or situation of using the formative assessment process, the most common response category was Use of Assessment Tools, such as a ticket out the door in math. This response suggests that Learning Team Members may benefit from learning opportunities and resources to deepen both their understanding and use of the formative assessment process in the classroom. Other Learning Team Member responses included a number of components of the formative assessment process, which reflects their knowledge and understanding. Overall, the implication is to explore ways to expand Learning Team Members' implementation of formative assessment in the classroom.

Learning Team Members also reported on their meetings and the benefit of their collaboration with colleagues. Most commonly, Learning Team Members reported that "sharing ideas about formative assessment" was the most beneficial aspect of Learning Team meetings. The response categories from Learning Team Members on the impact of formative assessment on students included "increased ownership and self-regulation," "improved student work," and "overall positive impact." It is evident that Learning Team Members benefit from the collaborative learning and sharing in their meetings and they see a positive impact of formative assessment on students. This suggests continued support in these areas and the recommendation to gather further data on student voice to document their experience of the formative assessment process.

It is highly encouraging to see the growth in use and understanding of formative assessment strategies as well as Learning Team Members' report of FAME as a positive program with benefits for themselves and their students. This speaks positively about the implementation of FAME in the various schools across the state. Learning Team Members were also honest in their reviews of the overall value of the FAME program, which included helpful candor about the challenges that they were facing. Some challenges are beyond the FAME Leadership and R&D Team's control, such as ensuring that Learning Teams have the time to meet regularly or teacher turnover, but other challenges might be attended to more easily. For example, "*A lot of resources, but I'm not always sure where to look or start*" might be addressed

through the creation of an overview of the different resources, the purpose they serve, and when in the learning trajectory they may be most helpful. Other quotes from Learning Team Members about the overall value of the FAME Program are included below.

Overall value is Excellent. FAME program supports coach development, adds a structure and framework, beautifully supports and aligns with all of the other district.

The FAME meetings have been a game changer for my formative assessment practices this year. They helped me to keep formative assessment on my mind every time I lesson plan.

This has been my favorite professional development over the past two years. I've really enjoyed learning more about it and putting it into practice in my classroom.

The overall value of this work is amazing. The work that we do around formative assessment has positively impacted my classroom on a daily basis.

FAME is a support group where you are given time to learn and process new ideas with a group of professionals. It is a very safe learning environment with the goal to push you, not tell you what you are doing wrong.

I love the collaboration of my team and getting helpful feedback. The time spent working together and seeing what other teachers are doing with formative assessments was very helpful.