

MAC FAME RESEARCH, EVALUATION & DEVELOPMENT TEAM ACTIVITIES ON THE 2023-24 FAME PROGRAM

Edward Roeber, Tara Kintz, John Lane, Jessica Sinnaeve, and Hannah Bagaric
August 2024

Introduction

Michigan's Formative Assessment for Michigan Educators (FAME) program was founded as a large-scale effort to help teachers understand the components and elements of the formative assessment process, as well as to increase their use of the formative assessment process daily during instruction. While the immediate target for this work is classroom teachers and how they instruct students, the ultimate goal is to help teachers transform student learning so that they become more self-directed and strive to take ownership of their own learning. The FAME program began in 2007 and has continued to thrive and grow since then. The 2023-24 school year was the sixteenth year for the program, and as this summary is being produced, plans and activities for the seventeenth year are unfolding.

Overview of Michigan's FAME Program

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

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

- Help educators learn about the formative assessment process and how it might be applied in their classrooms. This introduction serves both to inform them about what research says about such practices and how they might use them.
- Plan for the use of formative assessment strategies and tools while they are making plans for the instruction that they will provide, before it is provided.
- Help educators learn to use specific formative assessment strategies with their classes and/or specific students.

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

Overview of the MAC's Support of the FAME Program

Since 2017, the Michigan Assessment Consortium (MAC) has been the support contractor for the Michigan Department of Education (MDE) and the FAME program. Services provided by the MAC include support for the wide variety of professional learning events offered by FAME, development and maintenance of both gated and public websites, materials production resources to assure the development of attractive and engaging learning resources, and finally, an extensive, on-going MAC FAME research, evaluation, and development efforts designed to study the impacts of FAME on teachers, administrators, and students; evaluate the impacts of various FAME activities in order to suggest improvements in them for the future; and, create numerous FAME learning resources to be used by FAME participants (e.g., teachers, administrators, and students) and those who support them.

Theoretical Underpinnings for the FAME Program

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

Desimone, 2009) and in improving student learning (Desimone, Smith, Hayes, & Frisvold, 2005). Effective professional learning should focus on instruction and student outcomes (Newmann, King, & Youngs; 2004); be sustained over a long period; engage teachers in a community that supports their learning (Darling-Hammond, 1997; Stoll, Bolam, McMahon, Wallace & Thomas, 2006; Wenger, 1998); and engage teachers in authentic problems within their professional practice (Lave & Wenger, 1991; Webster-Wright, 2009; Wilson & Berne, 1999). These characteristics are similar to optimal professional development programs in formative classroom assessment (Schneider & Randel, 2009) which have emphasized models based on different types of communities of practice (Webb & Jones, 2009; Willie, Lyon, & Goe, 2009; Schneider & Randel, 2009)

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

FAME Theory of Action

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

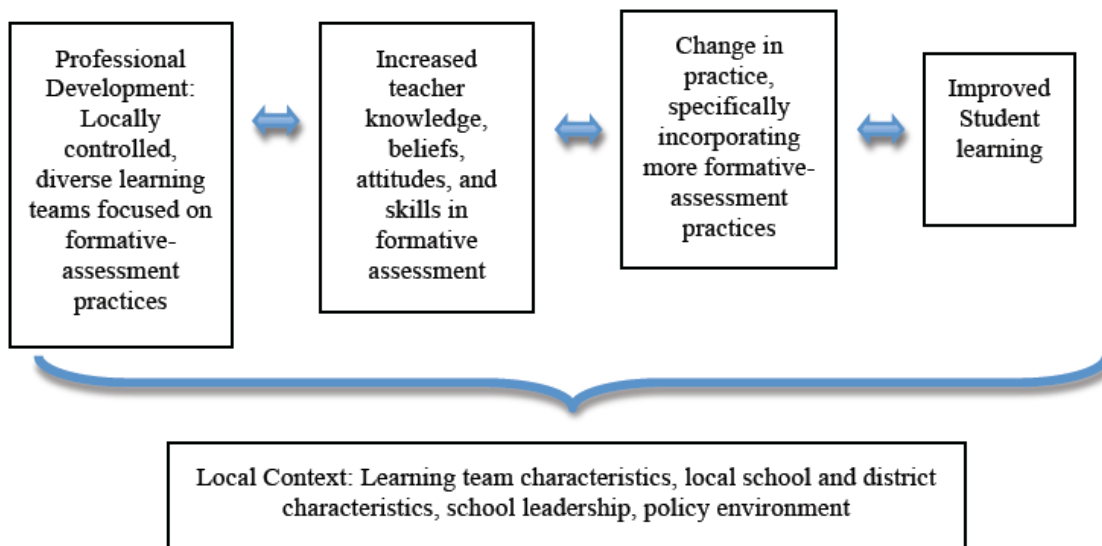


Figure 1. Outline of the FAME Professional Learning Model.

A more thorough description of the theory of action for the FAME program is shown in Figure 2. The chart provides information on the beliefs, inputs, processes, and outputs, plus anticipated short-term, immediate-term, and long-term outcomes, for the FAME program. It serves as an indicator to current or future FAME participants about why the FAME program was created, how it operates, what activities might occur, and what participants who successfully implement the formative assessment process while in FAME might expect to happen because of their participation in the program. This chart (and the logic model it describes) applies to the "traditional" way in which FAME Coaches come to the FAME program – as individual volunteers who agree to form and support a FAME Learning Team.

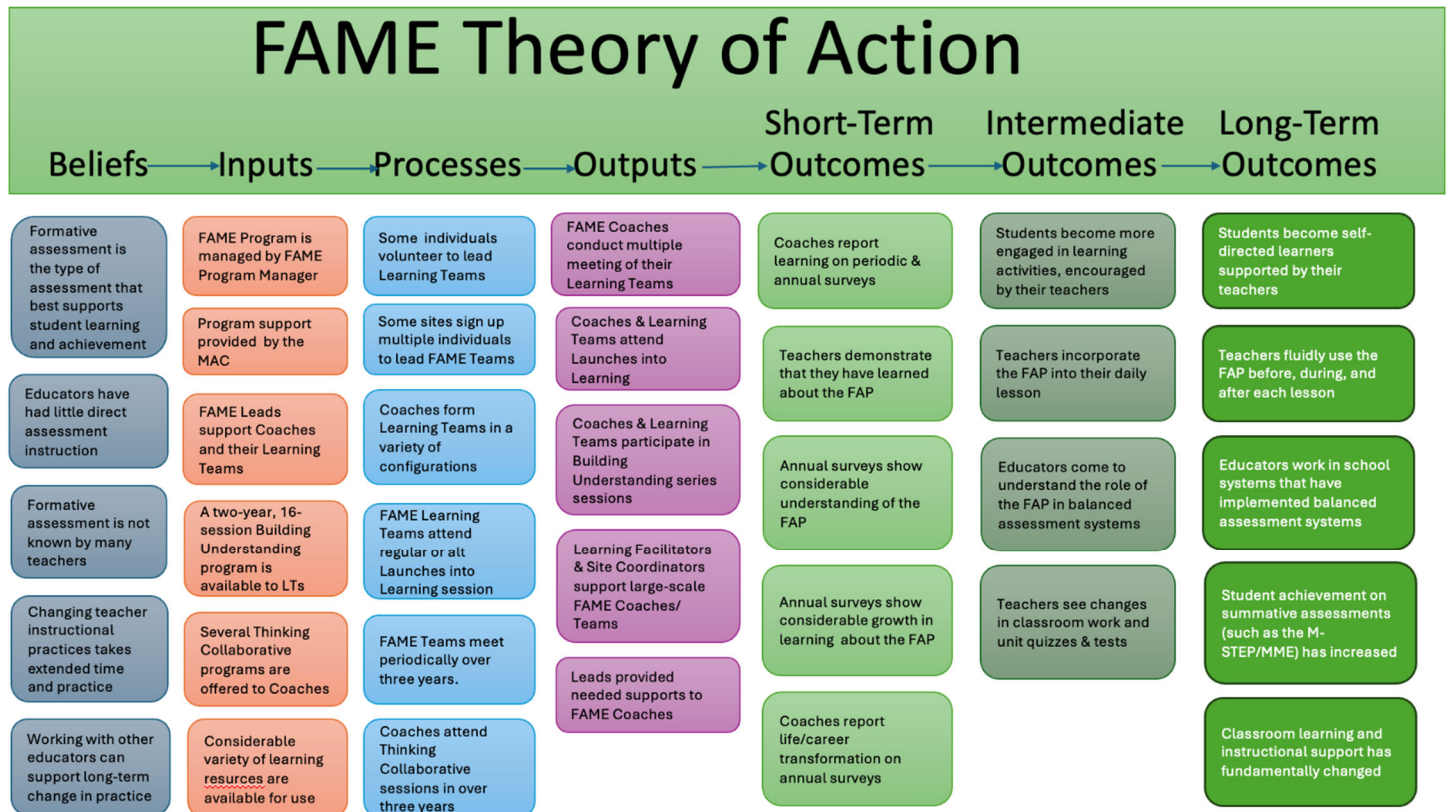


Figure 2. FAME Theory of Action

As the FAME program morphs into one where groups of educators sign up to participate in FAME, a different theory of action chart is needed to describe the FAME program for these participants. More information about large-scale FAME participation is provided later in this report.

2023-24 MAC FAME Research, Evaluation & Development Activities

The purpose of this report is to summarize the activities of the MAC FAME Research, Evaluation & Development (RE&D) Team.

During the 2023-24 school year, the Michigan Assessment Consortium's (MAC) RE&D team completed several research activities for the FAME formative assessment professional learning program. It also conducted several evaluative studies, and gathered information from them on several topics such as the use of the FAME resources and supports for FAME program participation. It also developed additional resources for FAME participants. The MAC RE&D team ended the school year with other activities under way that are moving towards completion. All of these are in support of the FAME program for the Michigan Department of Education (MDE).

In 2023-24, the MAC FAME RE&D team was comprised of five individuals:

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

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

The overall goal of FAME RE&D team activities continues to be to provide information and resources that support the FAME leadership team (MDE FAME program manager and the FAME Leads) to assist them to better understand what FAME Coaches and Learning Team Members need to enhance their learning, how the

FAME resources are being used, and what new resources might be useful in order to improve the FAME program.

FAME Interim Program Manager

Before discussing the work and accomplishments of the MAC RE&D team, it is important to note an important activity that affected the work of the RE&D team – the selection of a team member (Tara Kintz) to serve as the Interim FAME Program Manager during the time MDE took to recruit and hire MDE's permanent FAME Program Manager. The Interim FAME Program Manager played a crucial role in managing and coordinating the FAME program during the transition between Kim Young, the former MDE FAME Program Manager, and the new, permanent MDE FAME Program Manager, to be hired. This included:

- Planning and working with the MAC staff, event facilitators (Leads and contracted experts), and MAC Component Managers.
- Devising and supporting a shared leadership plan among FAME Leads to capably create on-site presence at statewide events, the interim FAME program manager attended as many events as able, and maintained a regimen of check-ins with Leads that staffed events she was unable to attend.
- Working closely with the MAC Project Management Team and the FAME Leads to plan formative assessment trainings for 2024-25 and beyond, ensuring continuous improvement and relevance.

The Interim Program Manager led the FAME Leads in planning their quarterly meetings, as well as coordinating their contributions to the range of development projects and initiatives already in process upon Kim Young's retirement. The Interim Program Manager used and sustained the expert facilitator relationships the FAME program has had with Margaret Heritage, independent consultant, as well as Jane Ellison, from the Thinking Collaborative.

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

Work of the MAC Senior FAME RE&D Specialists

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

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

MAC FAME RE&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 print resources, video recordings, and other resources for their use in leading their FAME Learning Teams. While some of these resources are on the public FAME website, many more can be found on the gated website.

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

Annual Research Agenda – Each year, including the 2023-24 contract year, the MAC FAME RE&D team produces an extensive list of evaluation, survey, and resource development activities for the team. This list is a combination of activities to address needs expressed by the MDE FAME Program Manager, FAME Leads, Coaches participating in the FAME program, and/or others who are engaged in implementing the formative assessment process. Some of these activities are completed within a contract year, while others require more than one year to complete or are on-going.

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

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

A summary of the research, evaluation, and development activities engaged in by the MAC RE&D team during the 2023-24 school year are provided below, followed by more in-depth reports on several key FAME activities carried out by the MAC FAME RE&D team members and provided in several attachments to this report.

1. Large-Scale FAME Rollout Study – Plans & Activities

Observe, document, study, and formatively evaluate large-scale implementation of FAME. Continue observation of 2022-23 large-scale sites (Portage, Benzie County Central, and Gaylord), as well as new sites identified during the 2023-24 school year (MGLVA High School; various Macomb schools and districts; and Wayne-Westland).

Work Carried Out – In 2022-23, the MAC RE&D team created an ambitious plan 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 and collection of information from Coaches via the periodic Coach surveys and end-of-school year Coach and Learning Team surveys.

Three district sites were identified – Gaylord, Benzie County Central, and Portage. Each site sought and received support of the FAME Program Manager (who asked the FAME RE&D team to study large-scale FAME rollouts) and designated one FAME Lead to provide support to these districts. RE&D team members attended the special FAME Launch into Learning at the first site but did not attend FAME events at the other two sites. Repeated contacts with the key district administrator at the first site were unreturned. No contact was made with district administrators at the second site. Contact was made with the key administrator in Portage, which led to an initial interview.

In 2023-24, new large-scale sites were identified. These sites came to the FAME program via participation in other MAC programs, such as Achieving Balance in Classroom Assessment – LEA, Achieving Balance in Classroom Assessment – ISD, or because of contacts with MAC consultants. MGLVA High School is an example of the first type of site; several schools or districts identified by Macomb ISD are an example of the second type of site, which Wayne-Westland is an example of the third type of site.

Interviews were held with key administrators and others at each site, and RE&D team members and others were able to attend some of the special FAME learning sessions provided to these sites.

Coaches in each large-scale 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 Member surveys were sent to the Coaches and Learning Team members in these sites and their responses were also summarized separately.

In 2024-25, the RE&D team plans to continue contacts with these districts, plus will initiate contacts with additional sites that will be rolling out FAME participation on a larger-scale basis. This effort will include a study of sites where large numbers of teachers volunteered to be FAME Coaches or participate on Learning Teams, even if the FAME program is not considered a district wide initiative.

A summary of work on large-scale FAME program participation in 2022-23, 2023-24, as well as anticipated in 2024-25 is shown in Attachment A.

2. Effective Teacher Use of the Formative Assessment Process

Document teachers who use the FAP effectively – in Michigan as well as at other sites elsewhere (e.g., Arizona). Consider how to select effective or good example teachers in Michigan.

Work Carried Out – This activity was carried out during the 2022-23 school year via 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 to classrooms visited in the past was discussed by the FAME RE&D team, this type of field trip to observe teachers did not materialize.

3. Effective Administrator Support for Teachers Participating in the FAME Program

Document actions that school administrators may use to encourage participation in the FAME program, as well as effective use of the formative assessment process by teachers in the school or district on an on-going basis. Create concrete ideas and resources for how administrators could support teacher learning about the formative assessment process. This may include writing a new resource called the *Introduction to FAME for School Administrators*

Work Carried Out – The first document in this series is now published and uploaded to the FAME website. John Lane has begun working on another document with the tentative title of “Principal Instructional Leadership and the Formative Assessment Process,” to 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., the Self-Reflection Guide; the teacher evaluation and FAME crosswalk document).

4. Create a Guide to Large-Scale FAME Participation

Create a guide for sites that are considering asking or assigning many staff to participate in the FAME professional learning program. Such a guide could spell out what activities a site should plan on offering, supports that could be provided by the FAME program, and what costs might be incurred by a large-scale site.

Work Carried Out – A guide to large-scale FAME participation has been drafted and currently is under review. The purpose of this guide is to explain to potential large-scale sites what activities they should plan to implement, what costs may be covered by MDE (as well as which costs they may incur), and what types of support the FAME program may be able to provide to them. It is hoped that this guide will be completed before the 2025-26 FAME enrollment period.

5. Increased Coach Use of Coaching Skills.

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

Work Carried Out – This activity was discussed by FAME leaders at the 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 they have learned with their Learning Teams, in group meetings or individual Learning Team Member-Coach discussions.

While 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.

This research question was not explored further in 2023-24 (due to other priorities for the MAC FAME RE&D team), but is an area of study identified for 2024-25. This includes collection of perceptions of participants in Thinking Collaborative sessions about how these sessions have affected their coaching skills.

6. Complete Writing New Going Deeper Resources.

A. *Building Student Agency* (Going Deeper on Student Agency)

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. *Building Student Agency* – This guide covers what teachers can do to help students take more ownership of their learning. This work was begun to investigate the formative assessment process from students’ perspective. The RE&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 RE&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. This resource has been drafted and now is under review by the FAME Leads and others. Production of this resource should occur in 2024.

B. *Going Deeper/ Planning* – The guide to planning in the formative assessment process is a resource that Tara Kintz has been working on for some time. During 2023-24, Tara invited Margaret Heritage to work with her and the outlet for this work will, ideally, be a book on this topic. Planning for the use of formative assessment during a lesson is a topic not usually addressed in professional learning programs about the formative assessment process. The goal of this book is to describe and illustrate in detail how planning for the use of the formative assessment process or ‘learning planning’ is different than ‘lesson planning.’ Specifically, in planning for the use of the formative assessment process, in advance, 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 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. *Going Deeper/ Teacher Questioning* – 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 has been drafted and now is under review. Production of this resource should occur in 2024.

7. Complete Writing Other Resources

Complete writing, review, and production of new resources for the FAME program:

- A. *Introduction to FAME for Coaches* (Updated)
- B. One new case study (Mary Ruth Bird)
- C. Myths and misunderstandings about formative assessment
- D. *Principles for Effective Use of the Formative Assessment Process*

Work Carried Out – These new resources were created or facilitated by John Lane or Ed Roeber. Work on each is described below.

- A. Each year, the *Introduction to FAME for Coaches* guide is updated. This was done by Ed Roeber. The revised resource has been submitted for production which will occur in 2024, readying it for use in the spring, 2025 when new Coach applications are solicited.
- B. A case study was produced for the Achieving Balance in Classroom Assessment – LEA (ABCA-LEA) program by John Lane, featuring the work of an exceptional school administrator in promoting use of the formative assessment process to encourage continuous school improvement. This resource has been provided to participants in both the ABCA-LEA and FAME programs.
- C. Work on a series of ‘myths or misunderstandings about formative assessment’ resources document has continued throughout 2023-24. Three resources have been written and produced thus far:
 - 1. *Misunderstandings About Formative Assessment*
 - 2. *Professional Learning that Changes Practice*
 - 3. *Seeing the Forest and the Trees*

The first resource was created by Ed Roeber. It lists several misunderstandings about formative assessment, such as there is no difference between ‘formative assessments and the formative assessment process.’ Each misunderstanding is briefly explained, and more appropriate wording is suggested.

The other two resources were created by John Lane. Each addresses a ‘misunderstanding’ about formative assessment:

The second resource highlighted how direct instruction on formative assessment may not lead to effective *use* of these practices by teachers. This reinforces a basic assumption of the FAME professional learning program that change in teacher instructional practices does not occur just from hearing about or reading about formative assessment; instead, it occurs when teachers are willing and able to try new instructional strategies and consider how they can do so even more effectively in the future.

The third resource described the need to implement various elements of the formative assessment process together as a package, not just implement single practices out of context (e.g., using exit tickets without considering adjustments to learning or teaching is not using the formative assessment *process*).

Additional work on resources in this series is anticipated during 2024-25. One potential topic for a misunderstanding resource focuses might be the oft-stated ‘I already know about formative assessment’ or ‘I’m already doing formative assessment.’

- D. Tara Kintz developed the *Principles for Effective Use of the Formative Assessment Process* resource. The intent 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. This resource was produced and was made available for use by FAME program participants.

These new resources were added to those already available.

8. Create New Resources

In planning for work in 2023-24, the RE&D team came up with ideas for several potential new resources that could support those who participate in the FAME program. These include:

- A. Guide to Use of the Formative Assessment Process in Mathematics
- B. What are Students Thinking When the Formative Assessment Process is Used in Their Classrooms?
Interview students in classrooms to learn what they think when the formative assessment process is used well by their teachers. What do they feel is helpful? What advice might they provide to teachers and others?
- C. Strengthening Connections Between the Formative Assessment Process and Ambitious Teaching

Work Carried Out – The RE&D team did not initiate work on the first or second resources, as the completion of other resources and other FAME work took precedence. A Learning Point was prepared for the third topic and is available to FAME program participants.

- 9. Write journal articles from CCSSO, NCME, and other FAME presentations.
The RE&D team has continued to write proposals for presentations at state and national conferences. When such presentations are accepted, there is an expectation that the presenter(s) will prepare a longer, more detailed paper. The paper, together with the presentation PPT, are informative and useful resources in the FAME program.

Work Carried Out – In 2023-24, the MAC FAME website was enhanced to be able to feature selected FAME presentations and related papers presented or used in national and state presentations on formative assessment. The MAC RE&D team selected the presentations to be featured, with the expectation that as new resources are subsequently loaded, some of the older ones will be discarded.

A table that showing the presentations and papers that are to be loaded into the FAME website is shown in Attachment B.

10. Prepare Proposals for CCSSO, NCME, AERA, and Other Conferences

A priority for the FAME RE&D program is to make presentations at national and state assessment conferences in order 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. The goal is to also engage in scholarly dialogue and interact with other providers and practitioners to learn about formative assessment research and efforts nationally.

Work Carried Out – During 2023-24, several proposals for the CCSSO National Conference on Student Assessment were prepared, but none of them were selected. One proposal to AERA was submitted and was accepted. Five proposals for the NCME Classroom Assessment Conference were prepared, and all five were accepted. Within Michigan, proposals for FAME-related presentations 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.

11. Prepare and Deliver Conference Presentations

A major part of the work of the FAME RE&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 2023-24.

Date	Conference	Session Title	Presenters
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

Date	Conference	Session Title	Presenters
		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
February 2024	Michigan School Testing Conference	WS-4 Engaging School Leaders to Support Quality Classroom Assessment	13 Wayne-Westland Educators
		A-2 Feedback FOR Learning	Kristy Walters
		B-2 We’re Gonna Live Forever	Kristy Walters & Ed Roeber
		D-3 To Be a Student Again Experiencing the Formative Assessment Process in Action	Tara Kintz, Kristy Walters & John Lane
		E-3 Success Criteria – Don’t Be Caught Without Them	Kristy Walters
April 2024	AERA Annual Conference	Renewing Education through Collaborative Professional Learning: Enhancing Formative Assessment for Equity and Justice	Tara Kintz
September 2024 (to be presented)	NCME Classroom Assessment Conference	<ul style="list-style-type: none"> 005 (Symposium) – Scaling up Efforts to Achieve Balance in Classroom Assessment: An Ambitious Project to Promote Assessment Equity for All Students 	Mary Helen Diegel, Nicole Kalmbach, John Lane, LeeAnn Moore, Ed Roeber & Ellen Vorenkamp
		<ul style="list-style-type: none"> 026 (Paper) – District-Wide Implementation of the Formative Assessment Process 	John Lane & Ed Roeber
		<ul style="list-style-type: none"> 042 (Paper) – Collaborative Learning for the Effective Implementation of the Formative Assessment Process: The Crucial Role of Planning 	Tara Kintz & Margaret Heritage
		<ul style="list-style-type: none"> 042 (Paper) – Scaling Up Formative Assessment Practices: Sustained Support for Collaborative Learning Cultures to Build Educator Capacity 	Tara Kintz, John Lane & Ed Roeber
		<ul style="list-style-type: none"> 046 (Paper) – Promoting Student Agency in Science: Assessment for Learning Grounded in Culturally Responsive and Sustaining Pedagogies 	Tara Kintz & Amelia Gotwals

As the program year ends, RE&D team members continue to submit conference proposals. This will continue as new calls for proposals are issued periodically from these and other organizations.

12. Ongoing Activities

- Prepare Articles for FAME *News and Notes*
- Conduct Periodic Surveys of Coaches
- Conduct Annual Surveys of Coaches and Learning Team Members
- Prepare for FAME Lead Meetings
- 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. She also contributed to *News and Notes* as the Interim FAME Program Manager.
- B. Periodic Surveys of FAME Participants – Throughout the school year, as well as at the conclusion of it, several types of surveys were created, implemented, analyzed, and reported on. These include 1) FAME periodic surveys, which are sent to Coaches five times during the school year, and 2) end-of-year surveys of the FAME Coaches and FAME Learning Team members. The fifth and final periodic survey is embedded in the annual Coach survey, since both would occur near the end of the school year.

Each periodic survey is comprised of 4-5 questions. These ask Coaches about whether and how often they have met with their Learning Teams, what topic(s) they have been discussed with their Team, and what needs for resources or supports are needed by the Coaches or their Teams. Since each Coach has been assigned by the FAME Program Manager to one of the 10 FAME Leads, the Coach surveys are distributed by Lead to quickly and efficiently collect survey information from the Coaches each Lead is responsible for and to provide an overall survey summary (as well as a copy of the survey responses from each of their Coaches) to each Lead.

The five periodic 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. This is not just a data collection effort to be analyzed for research purposes. Instead, Tara Kintz, Meg Turner, and Hannah Bagaric created a summary of the surveys from all Coaches assigned to each of the FAME Leads, as well as the individual survey responses of each Coach. This means considerable work in organizing 10 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 Lead 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 10 summary reports, one for each Lead, with the survey results from each Coach for a Lead sent as attachments to a cover email.

This periodic survey has become a useful tool for Leads. The periodic surveys have emerged as a key resource for Leads as they strive to meet the needs of the Coaches they are tasked with monitoring and supporting. In addition, survey questions are often developed during the year to gather timely information on Coach learning about and implementation of the formative assessment process. The survey data is then used to inform program design and development.

The Coaches participating in the large-scale FAME program implementation are sent separate periodic surveys, and their responses were summarized separately.

- C. Annual Surveys of Coaches and Learning Team Members – The annual Coach and Learning Team member surveys are much lengthier. The Coach survey is shown in Attachment D, while the Learning Team member survey is shown in Attachment E. These surveys are designed to collect summative evaluation information from participants in the FAME program. The Coach surveys are sent directly to Coaches, grouped by the Lead supporting them. The Learning Team member surveys are to be distributed by Coaches to their Learning Team members and are summarized across all Coaches and Leads.

These surveys collect information on questions such as the knowledge and use of various formative assessment practices by Coaches and Learning Team members at the start and conclusion of the school year. Other questions focus on the topics covered in Learning Team meetings, plans for the coming year (whether or not they plan to continue, and if not, why not), whether their role in the FAME will continue or change, and what they perceive as the overall value and impacts of participation in FAME on them as educators, as well as on the students they may directly (or indirectly) work with.

Each survey includes several types of questions: multiple-choice, attitudinal, other close-ended, or open-ended questions. A coding schema has been developed by the MAC FAME RE&D Team and is employed to code Coach and Learning Team member open-end responses for ease in reporting survey results.

Key findings from the two types of annual surveys are presented at the annual FAME Lead Retreat, the two-day review and planning meeting held by the MDE FAME Program Manager with the FAME Leads. This can lead to considerable discussions among FAME program leadership. In addition, the results of each survey are reported in the annual MAC FAME report.

The Coaches and their Learning Team members participating in the large-scale FAME program implementation are sent separate annual surveys, and their responses were summarized separately.

Overall, the survey findings play a key role in determining program needs, areas of strength as well as areas for further development. The information gathered from Coaches and Learning Team Members is used to identify the resources that need to be developed by the R & D team to support participants in the FAME program. In addition, the survey data provides an instrumental feedback loop to the FAME Program Manager and Leadership team from the participants to inform program decisions.

The summaries of all survey results are provided in Attachment F (Coach) and G (Learning Team members). Attachment H provides Coach responses to a periodic survey question: *What might be most helpful to support you in deepening your understanding of the formative assessment process?* Attachments I (Coach) and J (Learning Team members) present all data from the end-of-year Coach and Learning Team member surveys.

- D. Prepare for FAME Lead Meetings - The FAME RE&D team routinely provides requested materials for each FAME Lead 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.
- E. Prepare Annual Report - Each year, Ed Roeber, with the assistance of Tara Kintz, John Lane, and Hannah Bagaric Meg Turner, compile information on the activities of the MAC FAME RE&D team. The written report is authored by Ed Roeber. The annual report is slated to be completed in August 2024.

13. Updates on MAC FAME RE&D Priority Topics

At the start of the 2023-24 school year, each member of the RE&D team was asked to select priorities for their work during the year. In some cases, such priorities might yield a resource that could be shared in the FAME program. In other cases, a priority might serve as a topic for personal investigation that might not yield an immediate product other than a deeper understanding about some aspect of instruction, learning, and/or assessment.

Work Carried Out - The table below shows the topics selected by RE&D team members; in some cases, their personal priorities and the work achieved is described above. In these cases, this is noted in the table.

Activity	Topic	Work Completed	RE&D Member
1	Complete the Planning Going Deeper Guide	See 6B. above.	Tara Kintz
2	Plan the Questions Used in the Periodic Surveys	See 12B. above.	Tara Kintz
3	FAME Annual Survey Planning	See 12C. above.	Tara Kintz
4	Write proposals for FAME presentations to national & state conferences	A number of presentations to MSTC, BBAF, NCME, and AERA were prepared and submitted	Tara Kintz
5	Complete science journal article	This article was submitted and follow-up questions and comments were addressed	Tara Kintz & Amelia Gotwals

6	FAME Resource Catalogs	Two different resource catalogs were prepared. One is a list of resources that are available in response to questions Coaches might ask of Leads. The second is a LiveBinder that provides ready access to key FAME resources: https://www.livebinders.com/b/3581722	Tara Kintz & Ed Roeber
7	Review of Relevant Research on Teacher Learning & the Formative Assessment Process	This work is on-going.	Tara Kintz
8	Portrait of a Learner	Working with Hillary Johannes from Chandler, AZ, the goal of this activity is to plan how to capture evidence of student learning in a portfolio to provide a portrait of the learner. This activity is in the early stages of planning and development.	Tara Kintz
9	Complete the Student Agency Going Deeper Resource	See 6A. above.	John Lane
10	Complete the Teacher Questioning Going Deeper Resource	See 6C. above.	John Lane
11	Lessons Learned from Large-Scale FAME Implementation	See 1. above	John Lane
12	Write additional "Myths" Resources	Topics for the fourth resource in this series are being considered	John Lane
13	Institutional and Organization Change	This is a theme that is being considered, especially for the FAME program, since at its heart, it is about changing instruction and learning in schools. What are the impediments and how might FAME address them:	John Lane
14	Summarize FAME Periodic & Annual Surveys	The goal of this effort is to provide summaries of periodic & annual surveys in ways that are useful to support FAME and its participants.	Hannah Bagaric
15	Create a Resource to Provide Ready Access to Key FAME Resources	A LiveBinder that provides ready access to key FAME resources has been prepared and this link has been provided to FAME Leads: https://www.livebinders.com/b/3581722	Ed Roeber
16	Draft a Resource to Describe the FAME Large-Scale Program	This resource has been drafted and is currently under review. In addition, the FAME Theory of Action, shown on page 3 above, was created to provide the logic model underlying FAME. A separate Large-Scale FAME Theory of Action has also been drafted and is under review	Ed Roeber
17	Create a Misunderstandings Resource	See 7C. above.	Ed Roeber
18	Summarize of 2017-2024 MAC FAME Activities	This summary report on the MAC's FAME activities from 2017-2024 was prepared and shared with MDE FAME leadership	Ed Roeber, Kathy Humphrey, Jason O'Donnell, & Linda Wacyk

Attachments

<u>Letter</u>	<u>Title</u>
A	Summary of Studies of Large-Scale FAME Program Activities
B	Presentations and Conference Papers Uploaded to the FAME Website
C	FAME Coach Update Survey Data Summary 2023-24
D	FAME Coach Survey 2023-24 (Blank)
E	FAME Learning Team Survey 2023-24 (Blank)
F	FAME Coach End of Year Survey Data Summary 2023-24
G	FAME Learning Team Member End of Year Survey Data Summary 2023-24
H	FAME Coach Responses to Coach Periodic Survey Question 4