Formative Assessment for Michigan Educators (FAME)

The State Perspective

Michigan School Testing Conference
February 21, 2013
Session D2

Presenters

- Dr. Amelia Wenk Gotwals, Assistant Professor
  Michigan State University

- Kimberly Young, Assessment Consultant
  Bureau of Assessment & Accountability

Session Targets

- How does MI define the formative assessment process
- Provide a description of the current project professional development model
- Related research efforts to guide implementation
- Continuing steps to scale project across Michigan

How does FAME define the formative assessment process?

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."

(CCSSO SCASS FAST Project, 2007)

“Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.” (Popham, 2007)

Turn and Talk…

Examine each definition of the formative-assessment process:

- What do these definitions say "formative assessment" is – and isn't?
- What are the key features of each definition?
  - How are they similar?
  - How are they different?

FAME Project Goal

"Working collaboratively, educators will learn, implement, and reflect on the formative assessment process in order to guide student learning and teachers' instructional practices."

“Formative assessment process in every Michigan classroom”

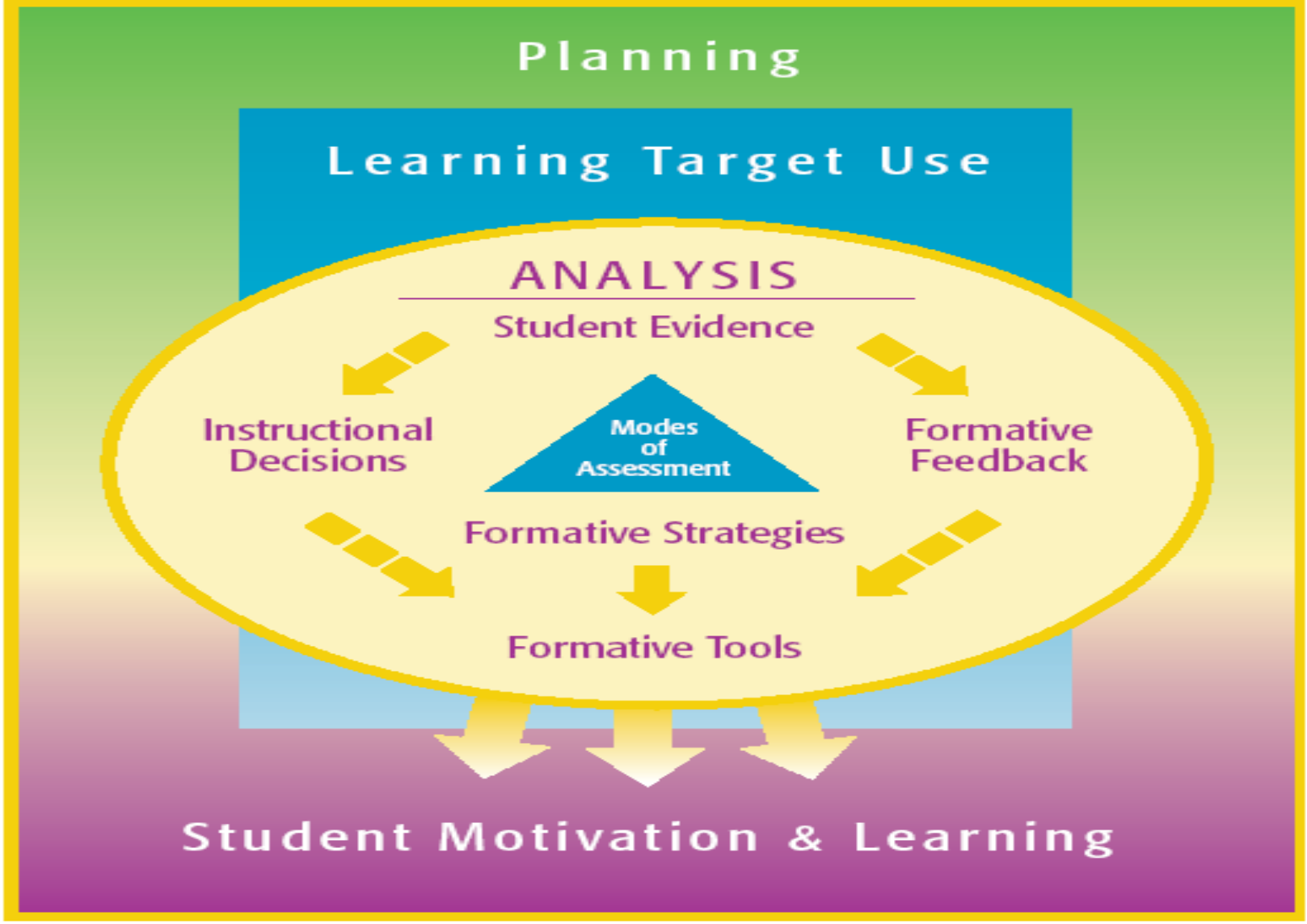
Dr. Ed Roeber
Past Director
Office of Educational Assessment & Accountability

Dr. Joseph Martineau
Director
Bureau of Assessment & Accountability

FAME Project Model

- 1st cohort of Learning Teams/Coaches 2008-09
- Learning Team (LT) of 6-8 members
- Led by a “coach” – facilitating sessions
- Meet throughout the year/Multiple year journey
- Materials and supports provided by MDE
- Topics of LT choice
- Not a “trainer of trainer” model

The Formative Assessment Process



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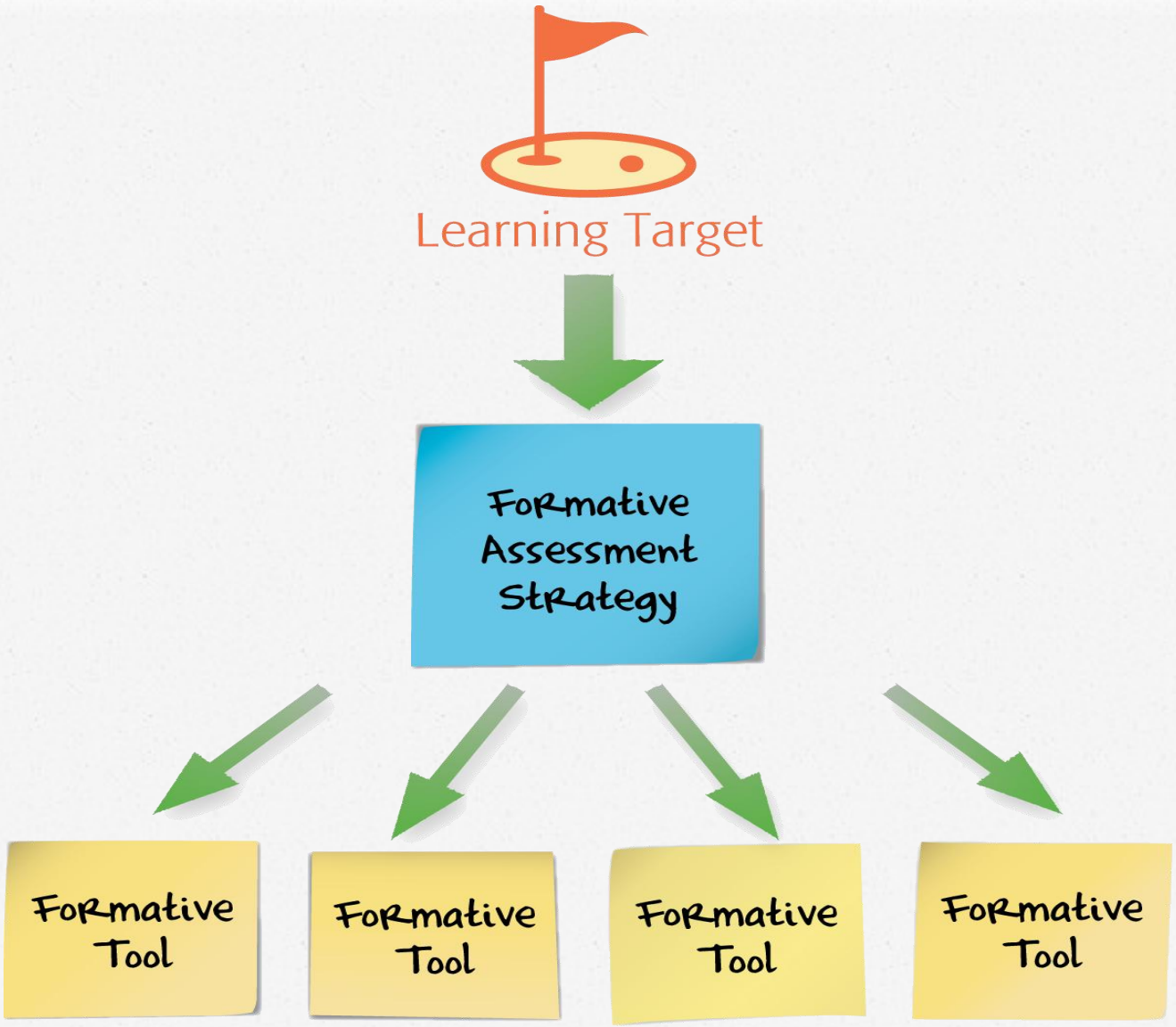
Measured Progress

8 Components of TFAP

1. Planning
2. Learning Target Use
3. Student Evidence
4. Formative Assessment Strategies
5. Formative Assessment Tools
6. Student & Teacher Analysis
7. Formative Feedback
8. Instructional Decisions

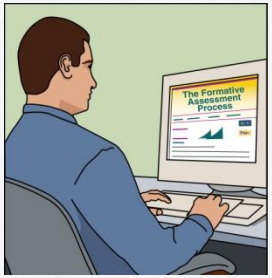
Key Strategies of TFAP

- Activating prior knowledge
- Goal setting
- Feedback use
- Self-assessment
- Peer assessment


Learning Target
Formative Assessment Strategy
Formative Tool
Formative Tool
Formative Tool
Formative Tool

Online Resources and Coach Support

Formative Assessment Strategy Toolboxes



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FREE!

Training Resources

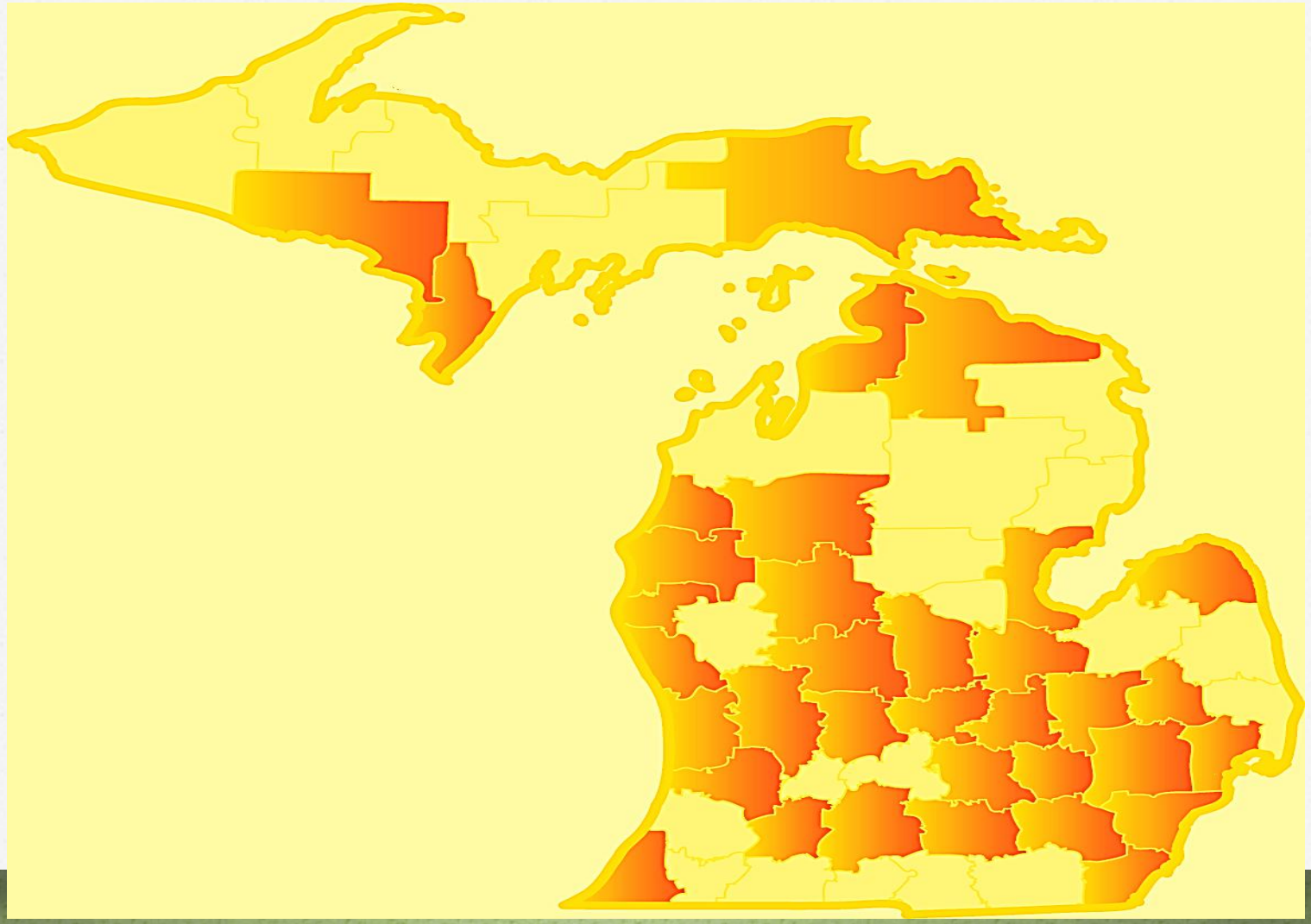
- F2F Session-“Launching into Learning”
- Formative Assessment Learning Guide
- Access to Online Resources
- Cognitive Coaching Seminars®
- Adaptive Schools Foundation Seminar
- MDE and FAME Regional Lead Support

FAME: Project Numbers

School Year	08 - 09	09 – 10	10 - 11		11 - 12		12 - 13	
			New	Ret	New	Ret	New	Ret
Coaches	35	100	63	32	61	61	64	96*
Learning Teams	23	65	62	32	60	55	63	83

*5 Returning FAME Leads and
5 New FAME Leads

Where are we?



FAME Leadership Program

- 10 veteran coaches apply and selected to participate in FLP

  Jen Orton – Mason-Lake ISD

  Alecia Hoppa – Muskegon ISD

  Ellen Vorenkamp – Wayne RESA

  LeeAnn Moore – Morley-Stanwood CS

  Laura Otten – Kent ISD

  Sean Carmody – Holt Public Schools

  Jennifer McFarlane – Warren Woods

  Linda Chase – Cheboygan Area Schools

  Miriam Sailers – Spring Arbor University

  Laurie Smith – Ottawa Area ISD

FAME Leadership Program Learning Objectives

- Understand & conceptualize the components of the FAME project
- Conduct the one-day launch
- Understand the theory and research behind formative assessment (readings, project)
- Reflect on knowledge with peers and specialist
- Facilitate and coach a group of coaches with the FAME project

Michigan is part of broader conversation on the Formative Assessment Process

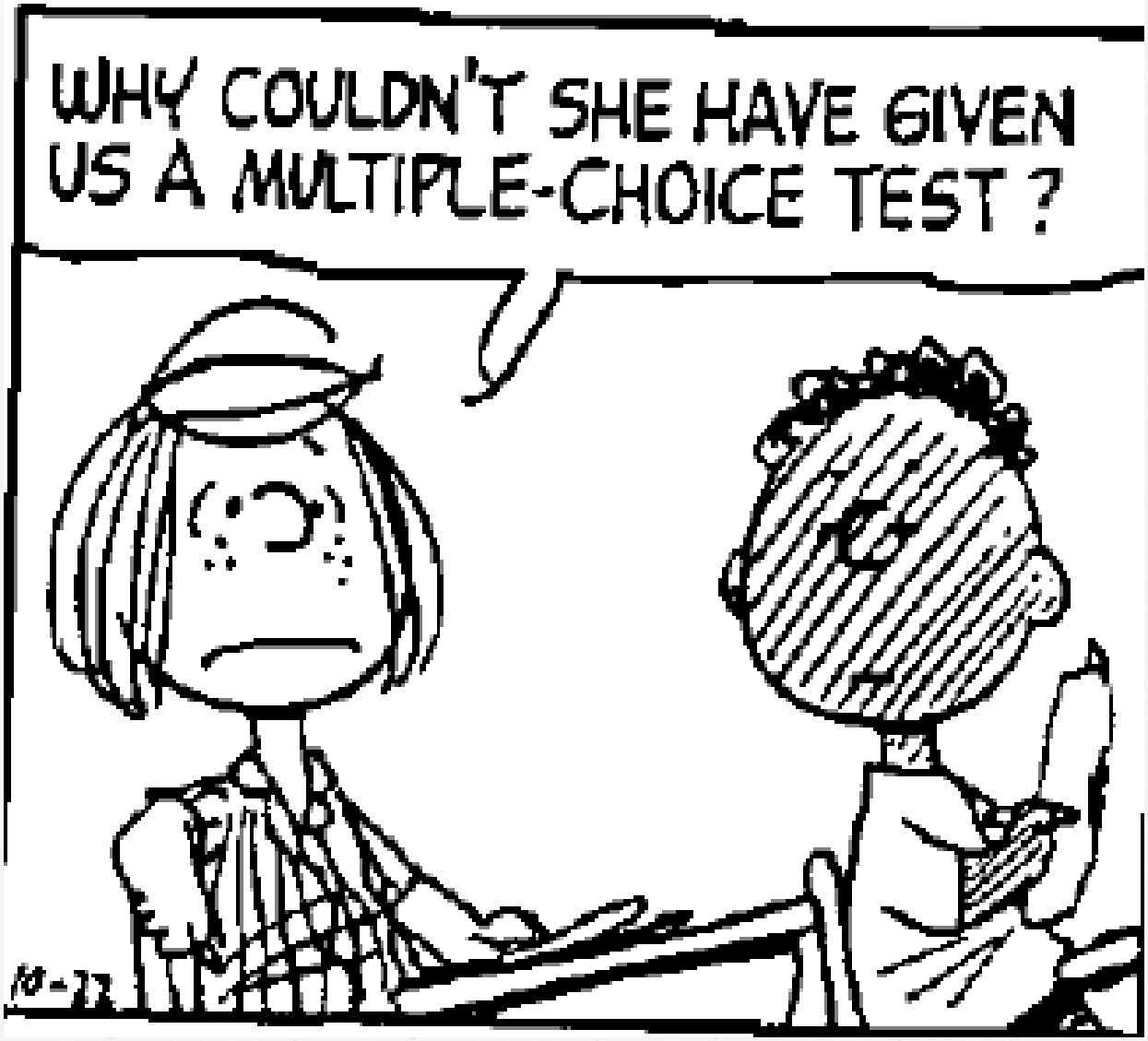
Smarter Balanced Assessment Consortium

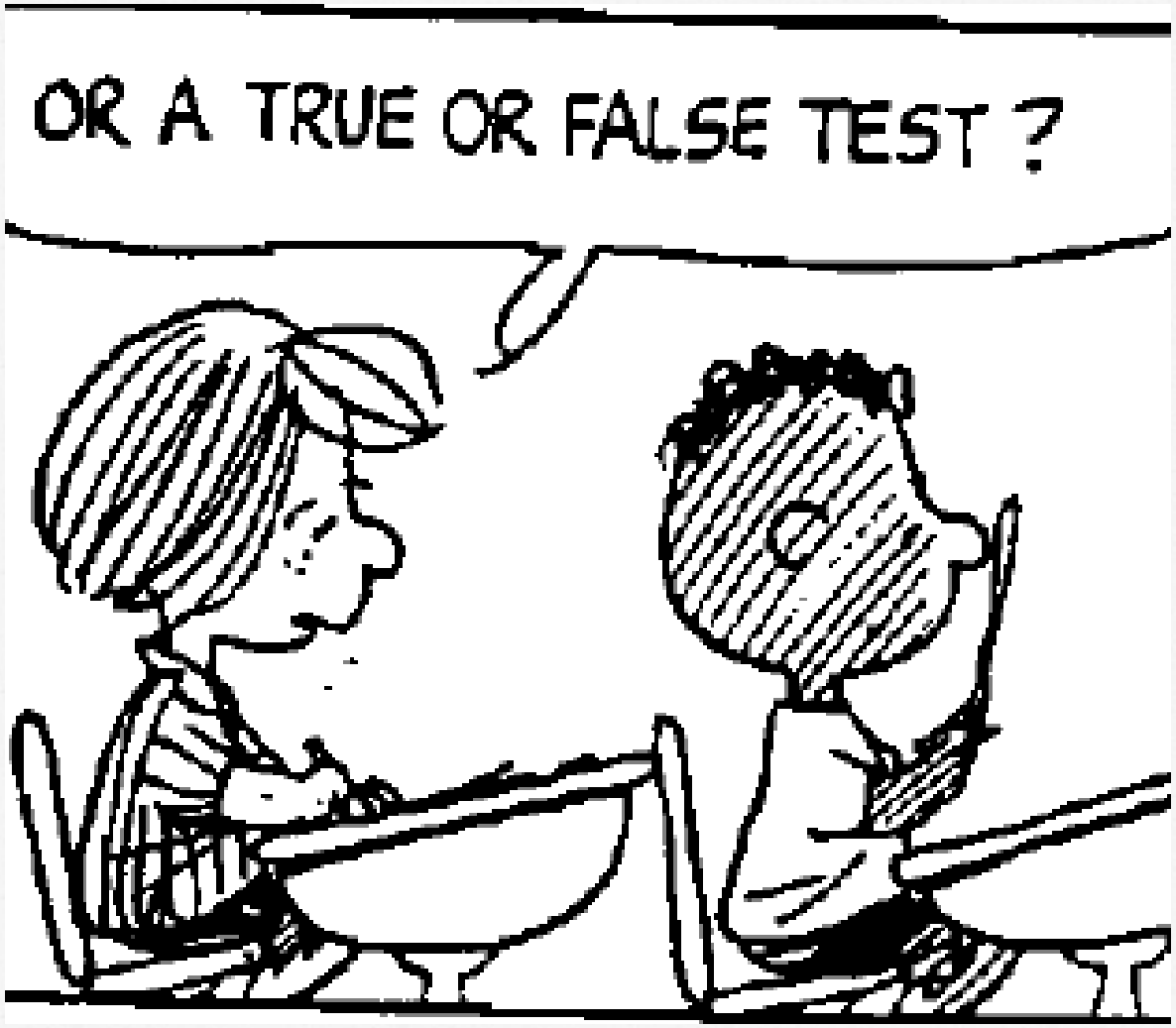
Formative Assessment Work Group

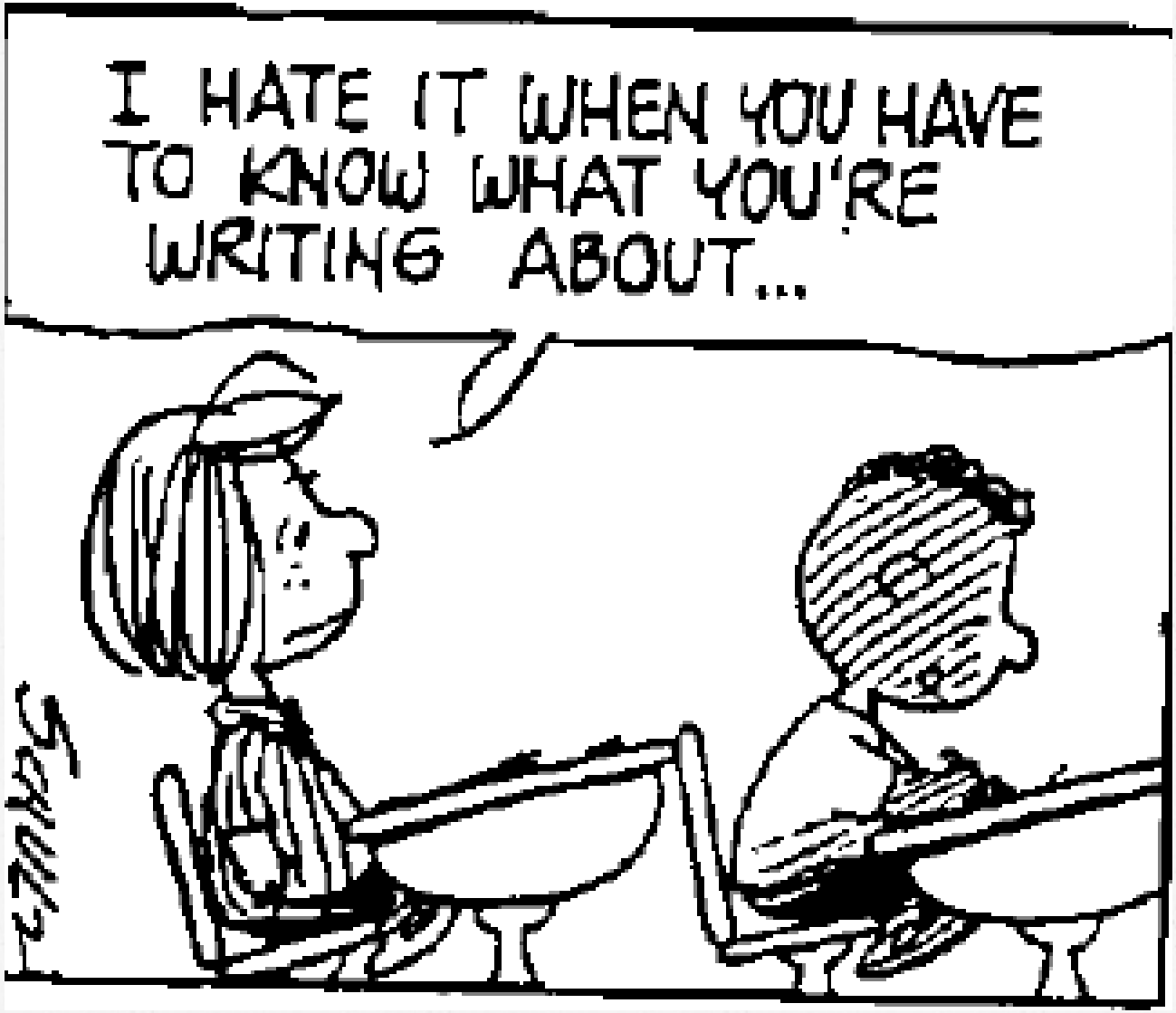
Formative Assessment for Student & Teachers

FAST SCASS Member

PEANUTS
AN ESSAY TEST! I'M DOOMED!


WHY COULDN'T SHE HAVE GIVEN US A MULTIPLE-CHOICE TEST?


OR A TRUE OR FALSE TEST ?


I HATE IT WHEN YOU HAVE TO KNOW WHAT YOU'RE WRITING ABOUT...
SCHULZ

Assessment and Accountability

- Accountability
- Adequate Yearly Progress
- Annual Measurable Achievement Objectives (AMAO)
- BAA Learning
- BAA Secure Site
- Education YES!
- Educator Evaluations
- English Language Proficiency Assessment (ELPA)
- Evaluation and Strategic Research
- Focus Schools
- Formative Assessment Process
- Interim Assessments
- MI-Access
- Michigan Educational Assessment Program

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Welcome to the
Bureau of Assessment and Accountability (BAA)

ACT Online Prep Order Form

2013 EXPLORE/PLAN Pilot Announcement
Checklist of Critical Dates for 2013 EXPLORE/PLAN Pilot
EXPLORE/PLAN Test Material Ordering Instructions
EXPLORE/PLAN Frequently Asked Questions

ASSESSMENTS

ELPA (English Language Proficiency Assessment) is for K-12 students eligible for English language learner (ELL) services.

Interim Assessments will be online pre/post assessments for specific K-8

ACCOUNTABILITY

AYP (Adequate Yearly Progress) measures student achievement on statewide assessments as required by federal *No Child Left Behind Act* (NCLB)

BAA Professional Learning is the home

MI Business One Stop
Departments/Agencies
Online Services
Surveys
RSS Feeds

MDE Quick Links
- Contact MDE
- Michigan eLibrary (MeL)
- Michigan Online Resources for Educators
- ISD Financial Reports
- Directory of Schools
- Notices & Public Comments
- No Child Left Behind
- Family FUNdamentals Pre K-3 Learning Activities

Superintendent's Podcast
SBE Meeting Videos
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MI Education Fast Facts
PDF

Formative Assessment for Michigan Educators (FAME)

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes"

CCSSO FAST SCASS Austin, Texas October 2006

What's New

- FAME Initiative Expectations PDF
- Facilitating Your FAME Learning Team PDF
- FAME 2012-13 Training Dates and Locations PDF
  Revised August 2012

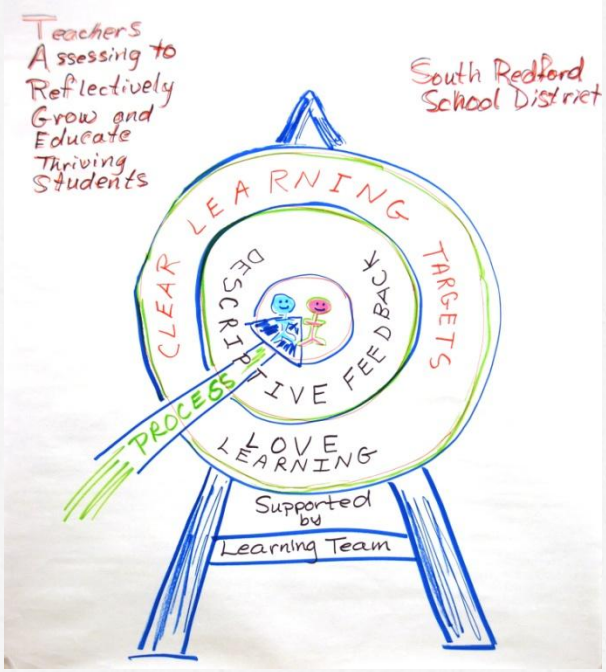
FAME Project

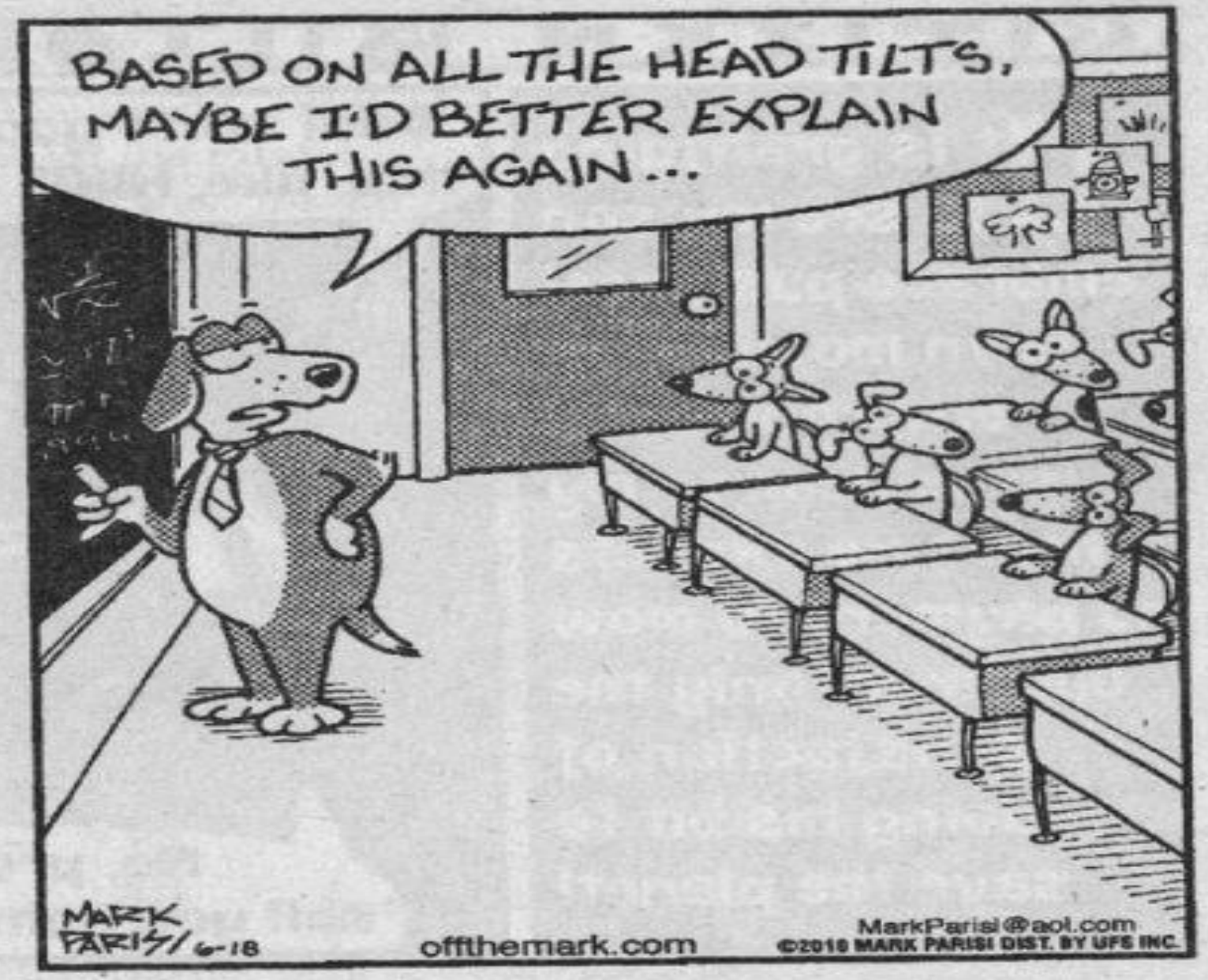
- Where's FAME in Michigan? PPT
  For more information about the FAME project, please contact Dr. Erika Bolig, Education Assessment Specialist, MDE/BAA at 517.241.6397, email: bolige@michigan.gov or Kimberly Young, Education Assessment Specialist, MDE/BAA at 517.373.0988 , email youngk1@michigan.gov.

Research Related Support Links

- **FAME Presentation at 2012 CCSSO**
  At the June 2012 CCSSO National Conference on Student Assessment, the MSU research team and Dr. Ellen Vorenkamp, from Wayne RESA and FAME Regional Lead, presented some of the newest research findings from the FAME project. Click here for the presentation powerpoint.
- Summary of 2010-11 FAME Project Research
- **FAME Presentation at 2012 AERA**
  A presentation on the Formative Assessment for Michigan Educators (FAME) was recently offered at the April 2012 AERA

Lessons Learned: Research on FAME




BASED ON ALL THE HEAD TILTS, MAYBE I'D BETTER EXPLAIN THIS AGAIN...
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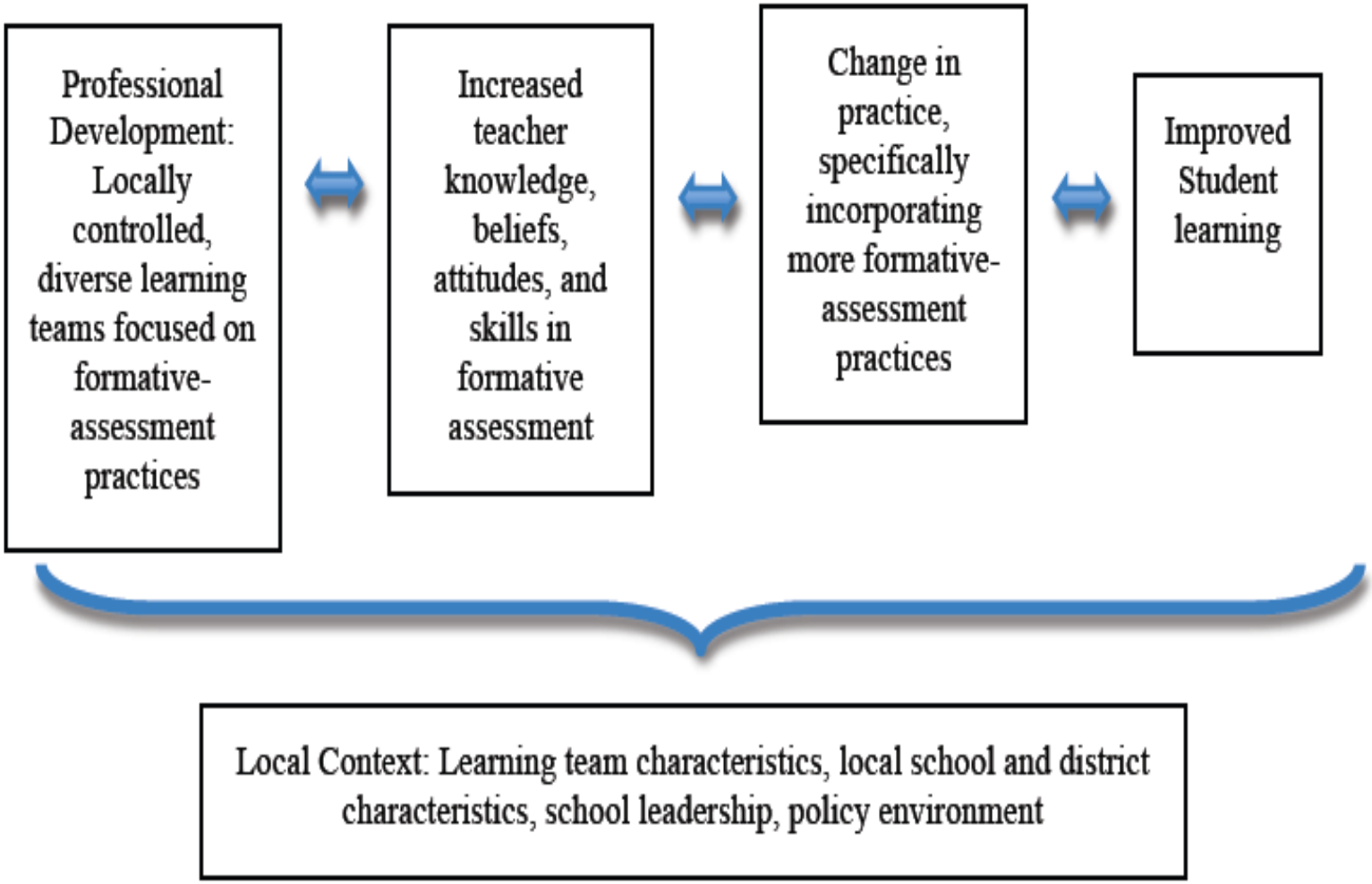

Professional Development: Locally controlled, diverse learning teams focused on formative-assessment practices
Increased teacher knowledge, beliefs, attitudes, and skills in formative assessment
Change in practice, specifically incorporating more formative-assessment practices
Improved Student learning
Local Context: Learning team characteristics, local school and district characteristics, school leadership, policy environment

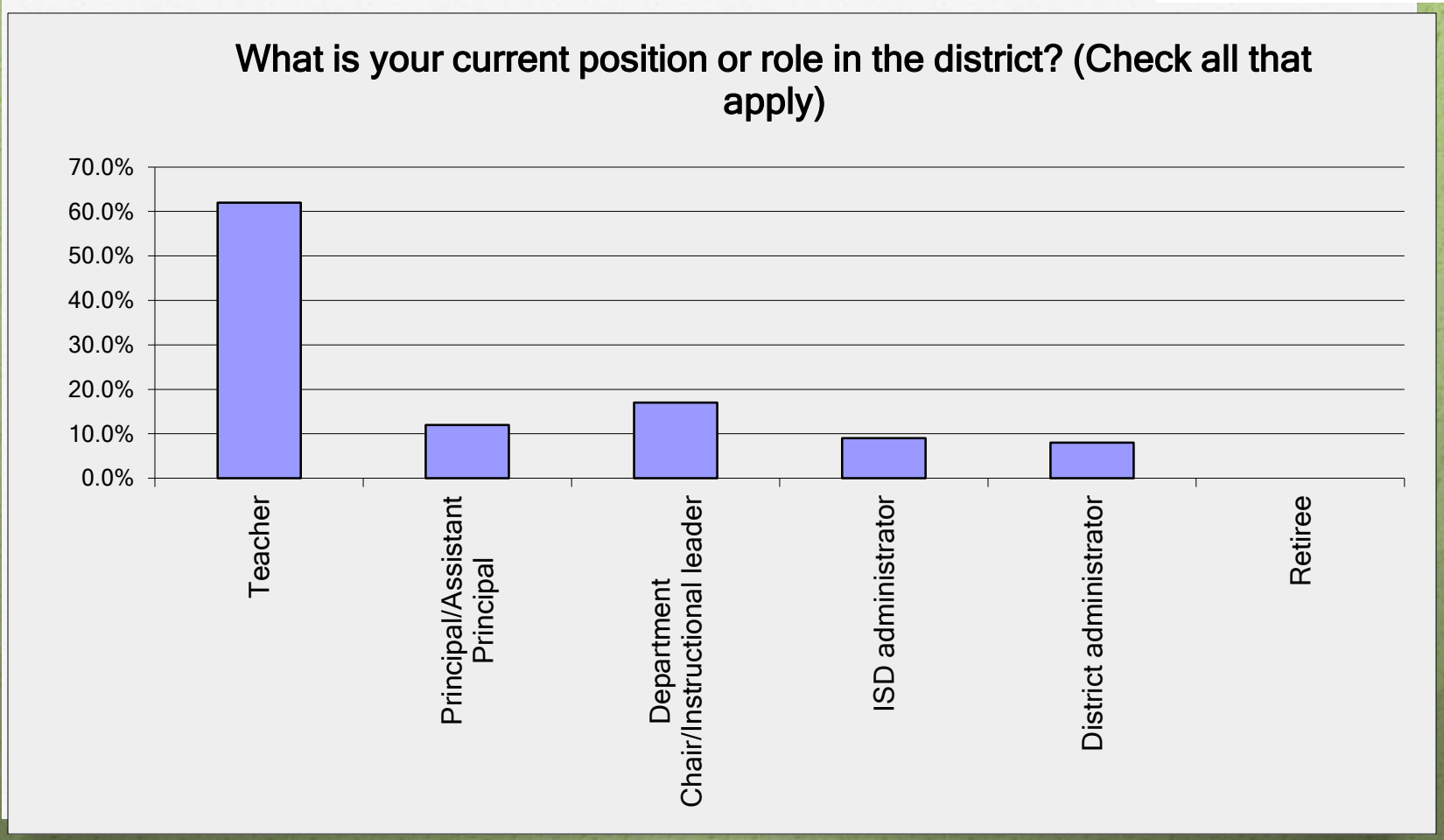
Evidence

- Perception (Survey data – Fall and Spring)
- Video of launches
- Video of learning teams
  - 2010/11: 6 learning teams
  - 2011/12: 6 learning teams (1 x 2nd year team)
  - 2012/13: 7 learning teams (3rd year, 4 2nd year; 2 1st year)
- Video of classrooms
  - 2010/11: one learning team, 5 teachers
  - 2011/12: All 6 learning teams, 2-5 teachers/team
  - 2012/13: All 7 learning teams, 2-5 teachers/team

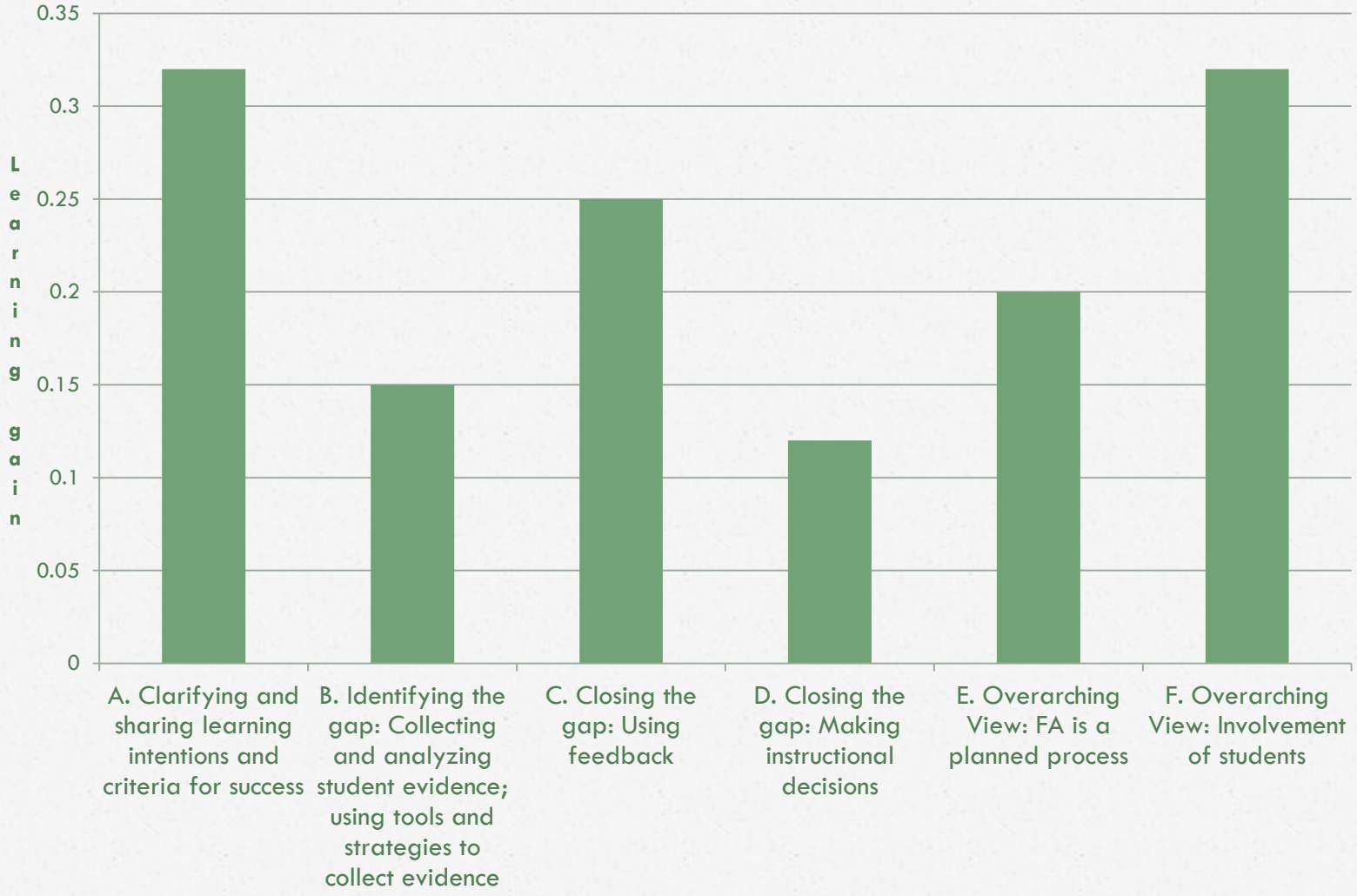
Who are our LTMs and our LTs?

- 93% teachers
- 46% over 16 years experience; 43% 6-15 years experience
- 75% same-school learning teams (22% same district; 2% different district)

Who are our Coaches?

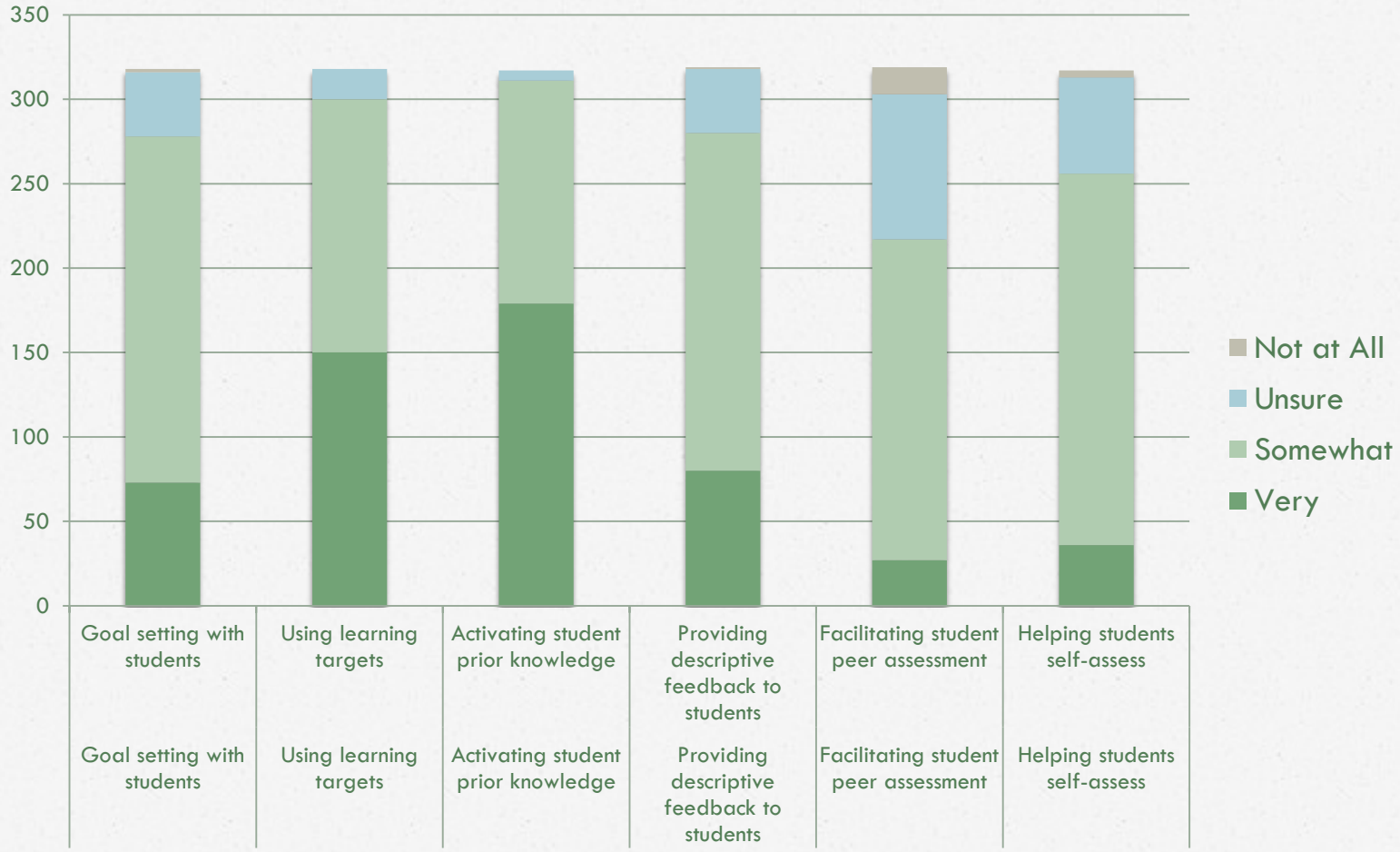


Launch 2012 Learning

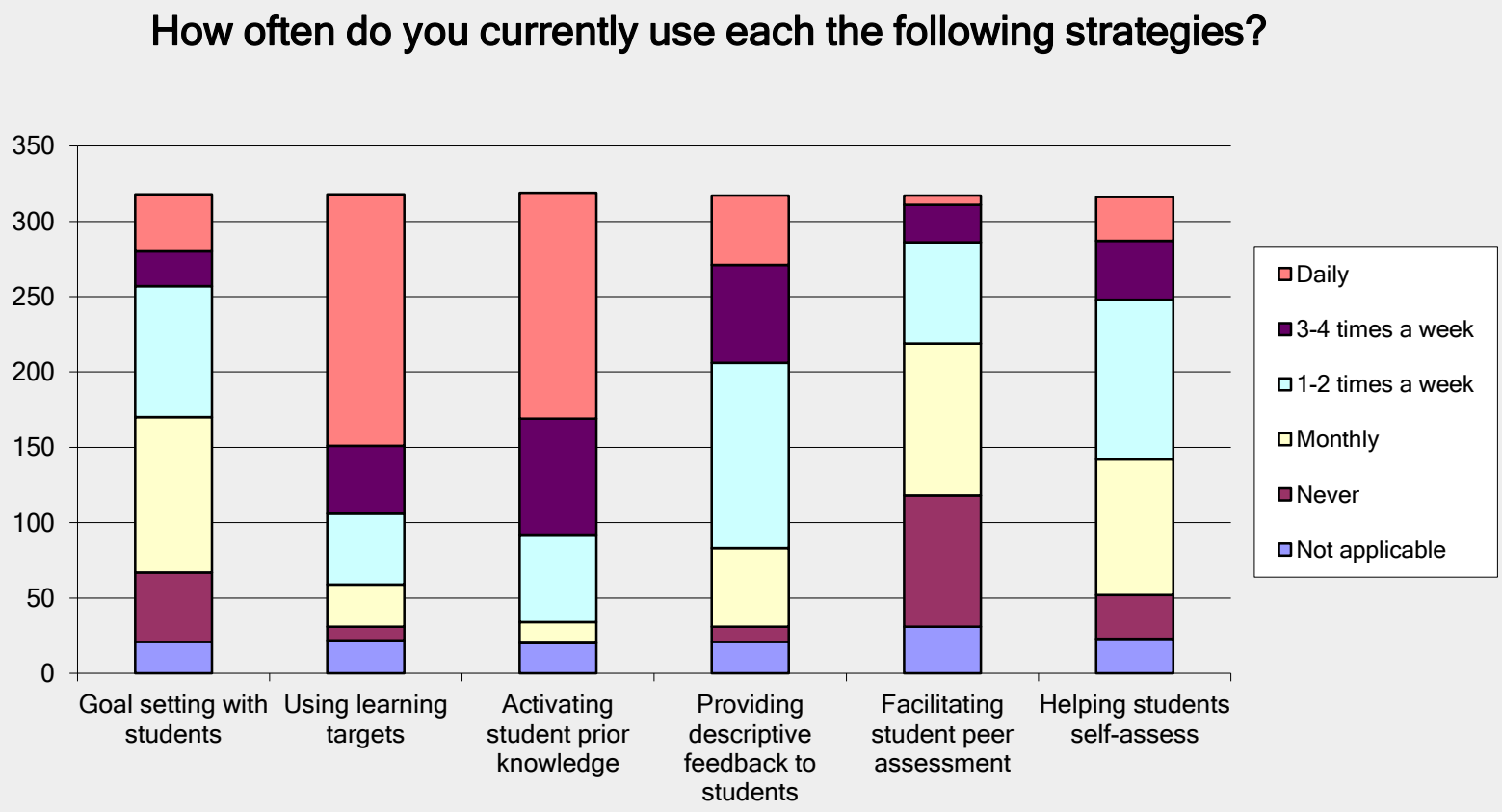


Overall learning gains = 1.36 ($p<0.05$)

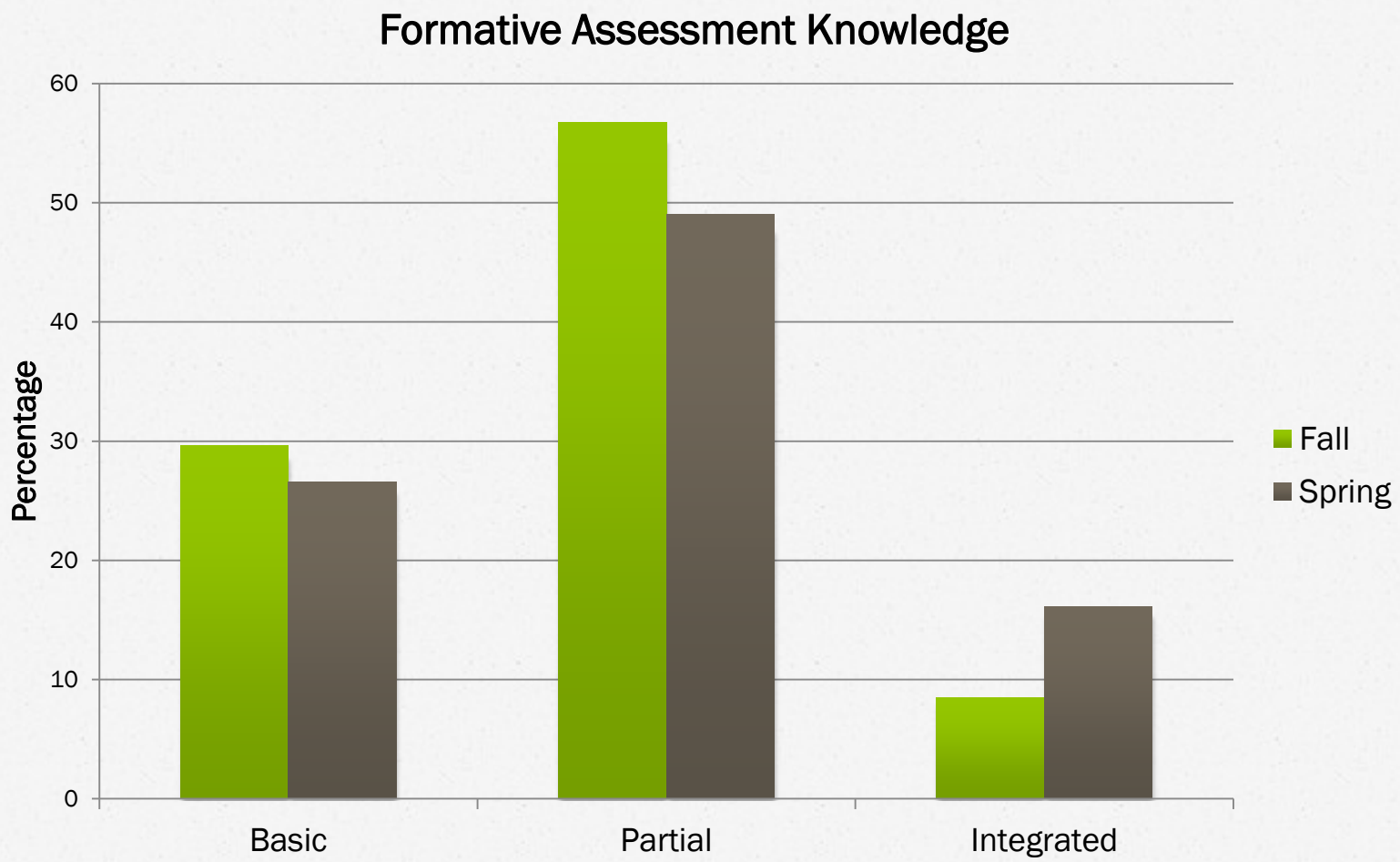
LTMs' Beginning of Year Knowledge of FA



LTMs' Use of FA strategies



Learning Gains 2011-12 (1st year teams)



Learning gains significant $p<0.05$

Spring Response

- [Formative assessment] is intended to give the students and teacher ongoing feedback throughout instruction. It allows for regular progress checks without necessarily stopping instruction to see where students are according to specific learning targets/goals. This allows for teachers to change/refine their instruction and for students to take charge of their own learning by knowing exactly where they are at any given moment with reference to the targets.

Impact of FAME model on teachers

- *It's really great to have a think-tank of positive and motivated individuals to share positive examples with and to think through plans that didn't work as expected. It makes it easier to think about formative assessment specifically when we meet each month for that purpose.*

- *It is encouraging to meet with other teachers who are implementing formative assessments: we challenge each other to continue on the path we have chosen, there is an accountability to the group piece, as we share what we are doing the focus becomes clearer to the individual and the group, and we support each other in our research and practice.*

What questions might you have?

What questions might you have?

Interested in 2013-14 FAME?

Contact Information

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