Introduction to Instruction for Michigan Department of Education's Early Literacy and Mathematics Initiative

Brandy Archer
Rashell Bowerman
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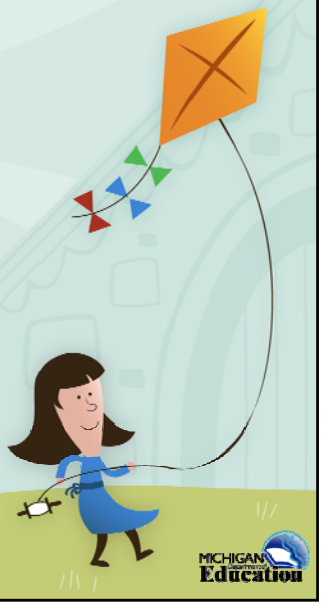
MDE Curriculum & Instruction Unit



That's Me!

Please stand if your role is called and say "that's me!"

- ISD representative
- District representative
- Early Childhood/GSRP
- Classroom Teacher
- Higher Ed Institution
- Charter School representative
- Building Administrator
- State Agency
- Special Education educator
- Title I educator
- Counselor/School Psychologist
- Other

Statewide Locations & Future Learning Opportunities

Grand Rapids ✓

Saginaw Valley State University

Dearborn

Northern Michigan University

Boyne Mountain

Summer Professional Learning Webinar Series:

- Higher Ed Experts
- Exemplars from the Field
- MDE Updates
- Interactive Learning

FREE to all educators

mde-earlylitandmath-instruction.weebly.com

What concerns you the most about Early Literacy and Mathematics?

If you could stop one of the changes going on in education, what is it? And how would you go about it?

What are the most important changes that have happened in the 10 years, 2 years, 6 months?

Voices in the Room

Share one unique thing about yourself.

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What are the most important changes that have happened in the 10 years, 2 years, 6 months?

To enhance the conversation…

For "original" responses

For "grand" ideas

For thoughts that "burst" onto the scene

What concerns you the most about Early Literacy and Mathematics?

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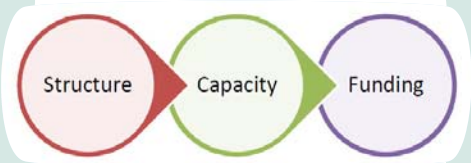
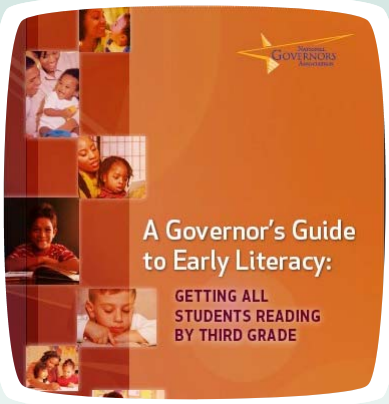
What are the most important changes that have happened in the 10 years, 2 years, 6 months?

Sharing is caring!

Outcomes

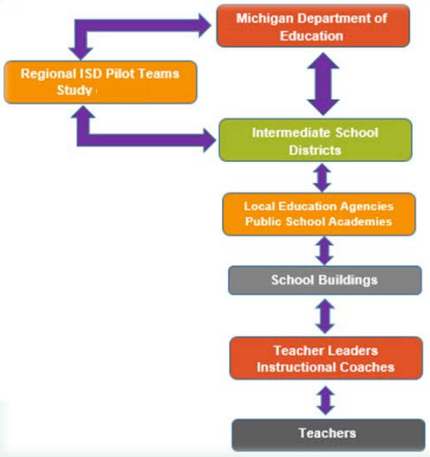
- Build awareness of MDE's supports for early literacy and mathematics;
- Engage participants in the instructional practices for early literacy and mathematics that include integration and MTSS;
- Local ISD sharing, networking, and collaborating to promote and support early literacy and mathematics instruction for students in Michigan.





MICHIGAN Department of Education

Where have we been and where are we going?



READING NOW NETWORK

Where have we been and where are we going?

MICHIGAN Education

Math/Literacy Connection through Research

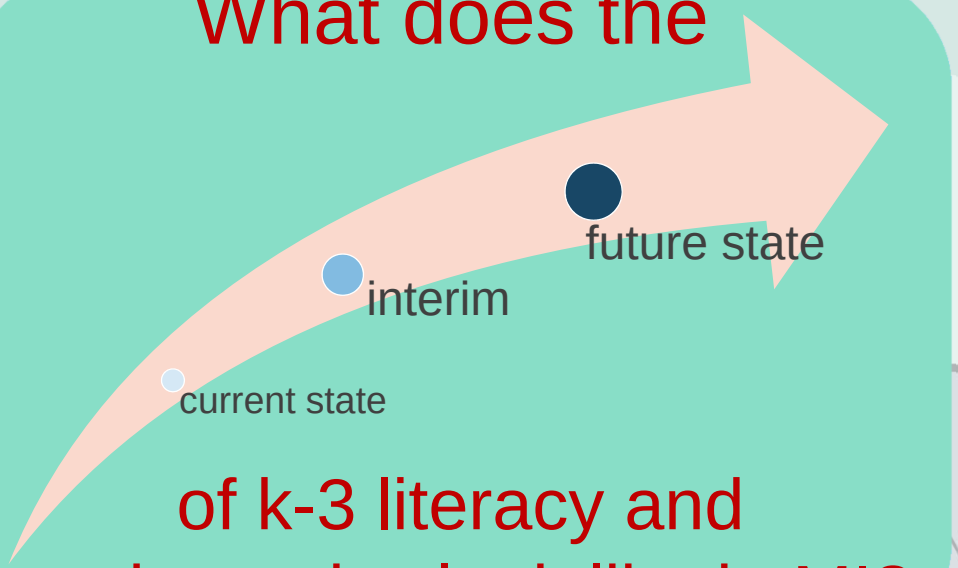
Choose a research card and independently read the text. Be prepared to share the research with a partner.

Find a partner with a DIFFERENT research card and share your learning.

Take you partner and pair up with another couple. Answer these questions:

- What new learning did you acquire?
- What information did you question?
- What implications does this have for your work?

What does the



# of k-3 literacy and mathematics look like in MI?

What does the

current state

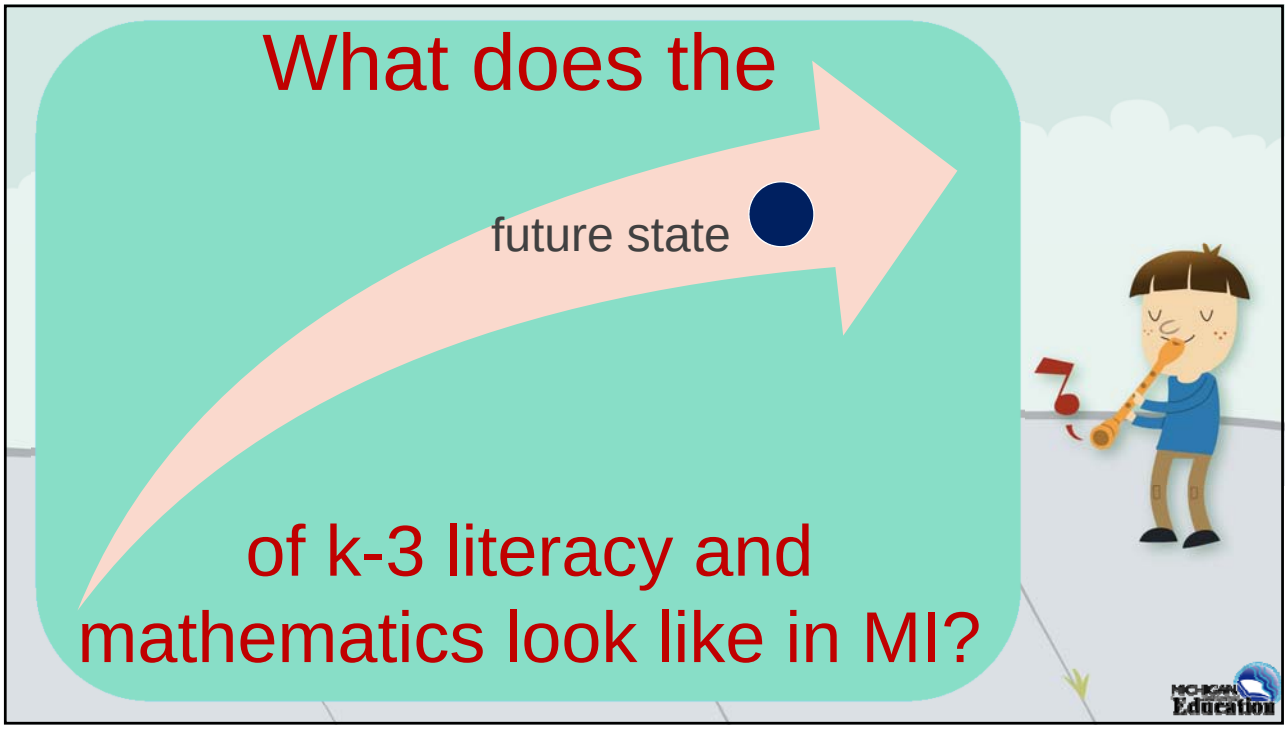
# of k-3 literacy and mathematics look like in MI?

Current State:

3rd – 11th Reading and Math Proficiency Rates in MI

Grade		2008-2009	2013-2014	Avg Change/yr	Number of years to 85%
3rd	Reading	58.9	61.3	+0.48	49.38
5th	Reading	58.6	71.7	+2.62	5.08
8th	Reading	52.1	72.7	+4.12	2.99
11th	Reading	49.1	54.0	+1.2	20.22
3rd	Math	39.8	40.1	+0.06	748.3
5th	Math	38.3	45.2	+1.38	28.84
8th	Math	32.0	34.5	+0.5	101
11th	Math	25.7	29.0	+0.8	60.82

YEO & YEO CPAs & BUSINESS CONSULTANTS


What does the
future state
of k-3 literacy and
mathematics look like in MI?

A Globally Superior Education.
What does
this look like
for a student?

http://answergarden.ch/view/156817

What does a globally superior education look like for students?

Our view of the future state is:

If classroom instruction is:

- Intentional, aligned with standards, and designed to be student-centered and personalized (or relevant) to the needs of the students in the classroom;
- Integrated so that it brings relevance and rigor to the learning which allows students to connect ideas and transfer knowledge across content areas; and is
- Supported with timely and focused interventions when necessary;

then student achievement and engagement in early literacy and mathematics will increase.

SCHOOL IMPROVEMENT FRAMEWORK 2.0

D. Effective Instructional Practices

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

Career and College Ready Students:

- ***Use technology and tools strategically in learning and communicating***
- ***Use argument and reasoning to do research, construct arguments, and critique the reasoning of others***
- ***Communicate and collaborate effectively with a variety of audiences***
- ***Solve problems, construct explanations, and design solutions***

So what?

Instruction to support career and college readiness includes:

- **Real World Challenges**
- **Relevant to Student Lives**
- **Integrate Content Areas**
- **Transfer of Knowledge**

And why?

Intentional Instructional Practices

Creating a classroom culture that supports and promotes student learning

- *Standards*
- *Instruction*
- *Culture*

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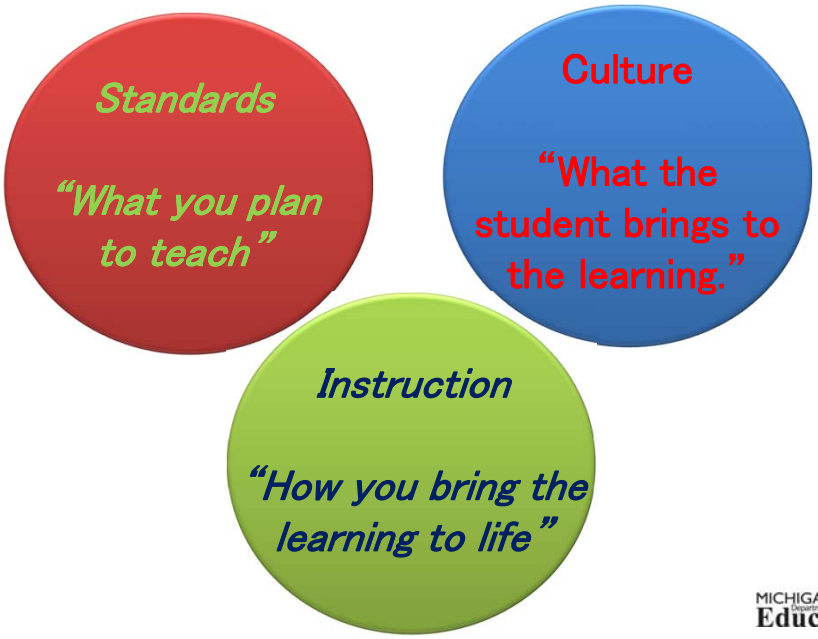
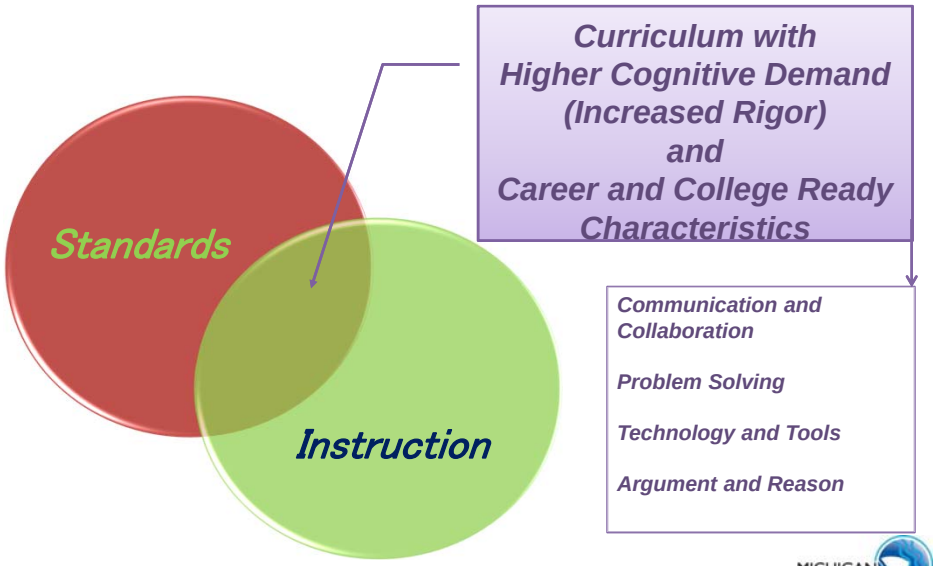
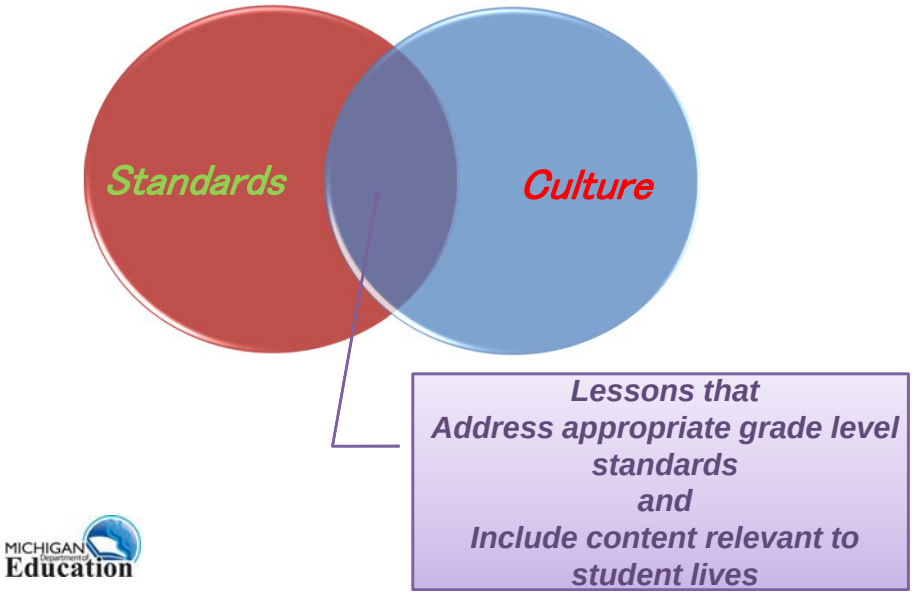


MICHIGAN Department of Education

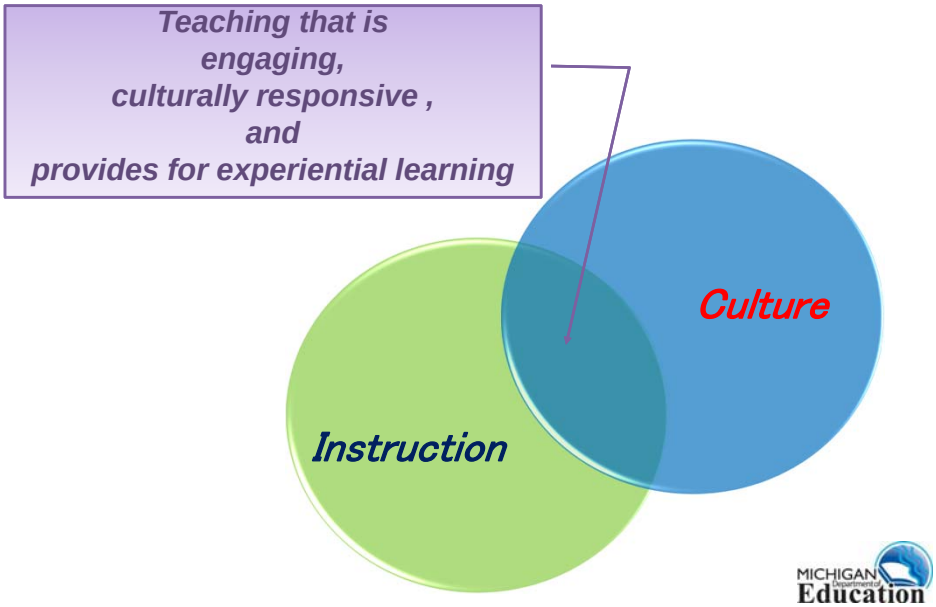
When Standards intersect with Instruction we'll see…



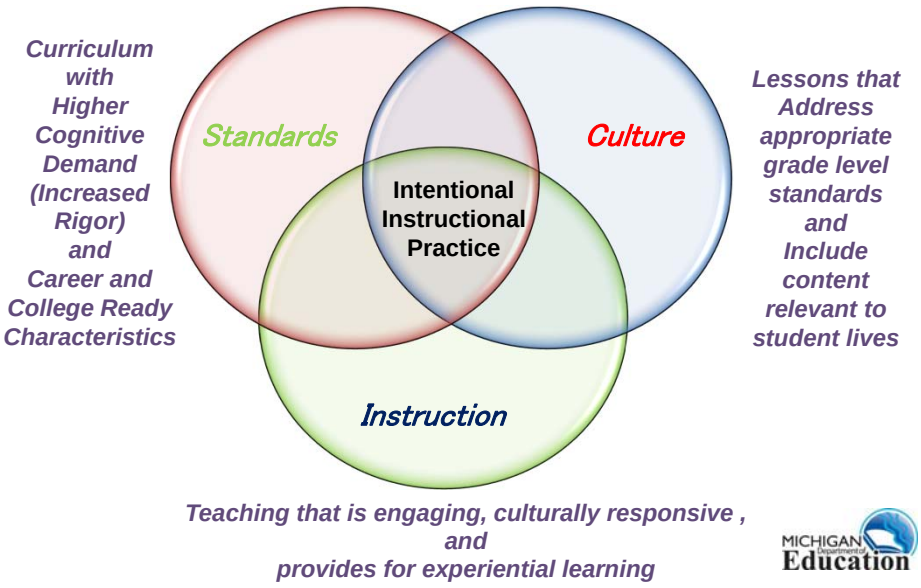
When Standards intersect with Culture we'll see…



When Culture intersects with Instruction we'll see…



When Standards, Instruction, and Culture intersect we'll see…



Tier 1 Instructional Practices

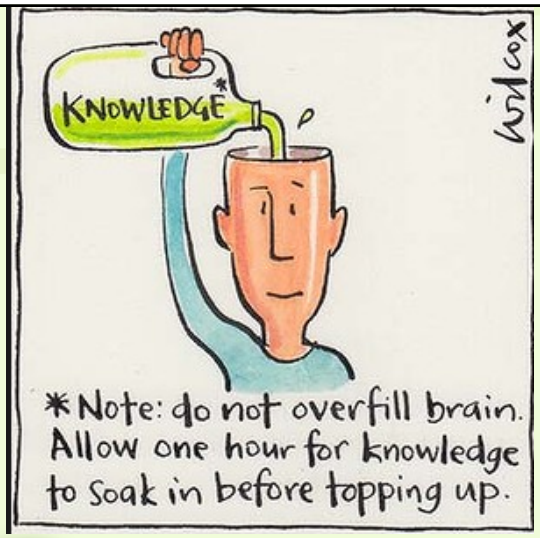
Early Literacy Instructional Practices

- **Informational Text:** Incorporate informational text to build literacy and content knowledge.
- **Foundational Skills:** Incorporate interactive writing to teach foundational skill standards.
- **Vocabulary:** Instruct academic vocabulary through Interactive read alouds.

Early Mathematics Instructional Practices

- Ensure appropriate learning progressions are taught for number and operations, geometry, patterns, and data analysis.
- Promote language rich classrooms that incorporate learning through play and gaming in addition to multiple representations of ideas, processes, and solutions.
- Integrate mathematics instruction across content areas that builds on existing knowledge and is applicable to daily lives.

- ✓ Easy to Implement
- ✓ Could be done throughout the day
- ✓ Would not disrupt any current curriculum or program in place
- ✓ Align with MI state standards
- ✓ Research proven practices



Let's take a short 15 minute break!

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Vocabulary

Instruct academic vocabulary through Interactive read alouds.

MICHIGAN STATE UNIVERSITY College of Education

Interactive Read Alouds to Promote Content Knowledge & Vocabulary Development

Tanya S. Wright
Michigan State University
Presentation for the Michigan Department of Education
February 2015

Interactive Read Alouds to Promote Content Knowledge & Vocabulary Development

Dr. Tanya S. Wright, MSU

In the video segment shown Dr. Wright shares that…

- Vocabulary is critical for reading comprehension and she explains that our words are integrated with understanding as well as knowledge.
- Vocabulary predicts long-term reading comprehension
- Vocabulary in young children is learned by adults in their environment
- Gaps in vocabulary are evident as early as 18 months
- Focus on vocabulary instruction should be on academic vocabulary (also referred to as Tier II words as addressed in Appendix A of the CCSS for ELA)

Interactive Read Alouds to Promote Content Knowledge & Vocabulary Development

Dr. Tanya S. Wright, MSU

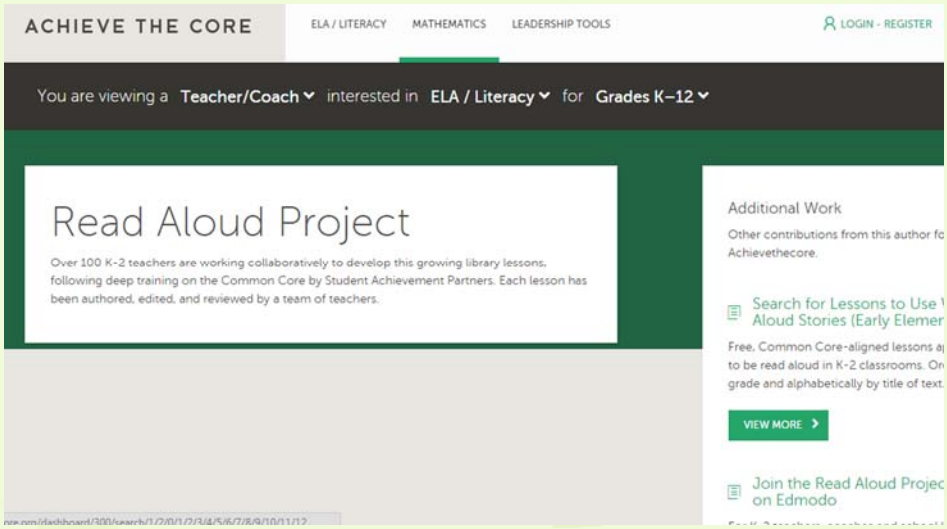
Dr. Wright shares her work on interactive read alouds because this practice is:

- One way to build vocabulary
- Read alouds provide a context for words outside of every day oral language

Interactive Read-alouds provide access to Complex Texts through attention to academic vocabulary

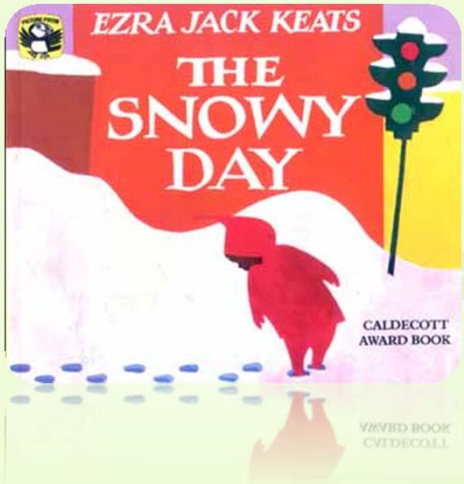
Tier Two words are not unique to a particular discipline, therefore are not usually the focus of vocabulary instruction, however they are:

- far less well defined by contextual clues.
- far less likely to be defined explicitly within a text than Tier Three words.
- frequently encountered in all sorts of texts.
- powerful because of their wide applicability to many sorts of reading.
- words that often represent subtle or precise ways to say fairly simple things.



Achieve's Read Aloud Project

SAMPLE Read-Aloud text



What Makes This Read-Aloud Complex?

1. **Quantitative Measure**
   Go to http://www.lexile.com/ and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

   500

   Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band	420-820L
4-5 band	740-1010L

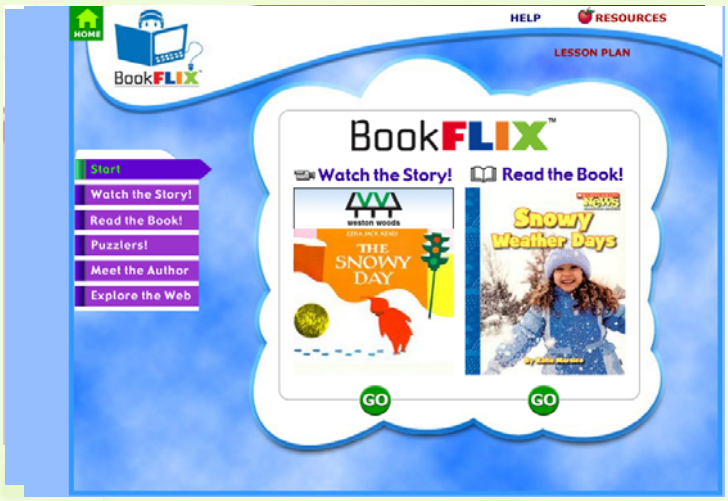
2. **Qualitative Features**
   Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

Weather: How does temperature change and affect the weather and climate?	This story is a fictional piece of text where students need to make a connection to the scientific concept that temperature effects weather.
Meaning/Purpose	**Structure**
Language Text with multiple transition words Some complex sentences	**Knowledge Demands** Background knowledge about hot and cold temperatures how the temperatures allow for different types of weather

3. **Reader and Task Considerations**
   [illegible]

What makes this read-aloud complex?

Access FREE resources through Michigan e-library @ mel.org



A Read Aloud Protocol

Vocabulary

Instruct academic vocabulary through Interactive read alouds.

Before Reading

- Select a text
- Select vocabulary to teach (Tier II words)
- Plan child-friendly definitions for the words

Before & During Reading

- Introduce words for important or complex concepts before reading
- Explain words in context with a child-friendly definition

After Reading

- Have children say the word to form a phonological representation
- Review the meanings of new words in the text
- Give an example of a word's usage outside of the text. Have children provide their own examples
- Compare and contrast the meaning of new words

Foundational Skills

Incorporate interactive writing to teach foundational skill standards.

What can be taught with interactive writing?

- Phonological awareness
- Print Concepts
- Phonics and Word Recognition
- Fluency

Foundational Skills

Incorporate interactive writing to teach foundational skill standards.

http://www.pbslearningmedia.org/resource/114b3ef1-39de-4e71-9d97-d16ac5505a46/114b3ef1-39de-4e71-9d97-d16ac5505a46/

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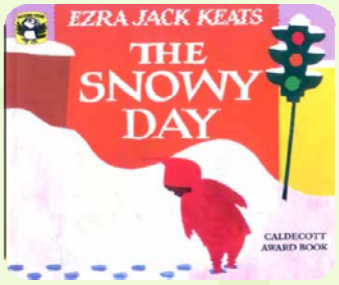

Interactive Writing Protocol

Foundational Skills

Incorporate interactive writing to teach foundational skill standards.

- **Point of Transition** - *Prepare for the writing activity*
- **Launch** - *Introduce the task*
- **Negotiate** - *Determine what the students and teacher will write about*
- **Reinforce** - *Help the children "hold on to" the text that will be written*
- **Identify word** - *Have children identify the words they will write*
- **Stretch or segment sounds** - *Articulate the word slowly, stretch and listen to the sounds*
- **Share the pen** – *One student represents the sounds in a word while others contribute*
- **Read and read** - *Students re-read the word written and the all that has been written up to that word*
- **Repeat identify word** – *Read and reread the entire sentence to identify the next word that will be the new focus.*
- **Closing** – *Add ending punctuation, engage the children in rereading the sentence*

Addressing Foundational Skills through Interactive Writing: Beyond Morning Messages and Thank You Notes

Dr. Kristine M. Schutz, University of Michigan

- Conduct in small groups (Craig, 2003; Roth & Guinee, 2011)
- Write for authentic and meaningful purposes (Purcell-Gates, Duke & Martineau, 2007)
- Demonstrate phonemic segmentation and scaffold children's segmenting to support them in spelling words (Craig, 2003)
- Identify multiple instructional goals (Brotherton & Williams, 2002; Roth & Guinee, 2010)
- Be explicit and provide sufficient scaffolding (Craig, 2003; Roth & Guinee, 2010)

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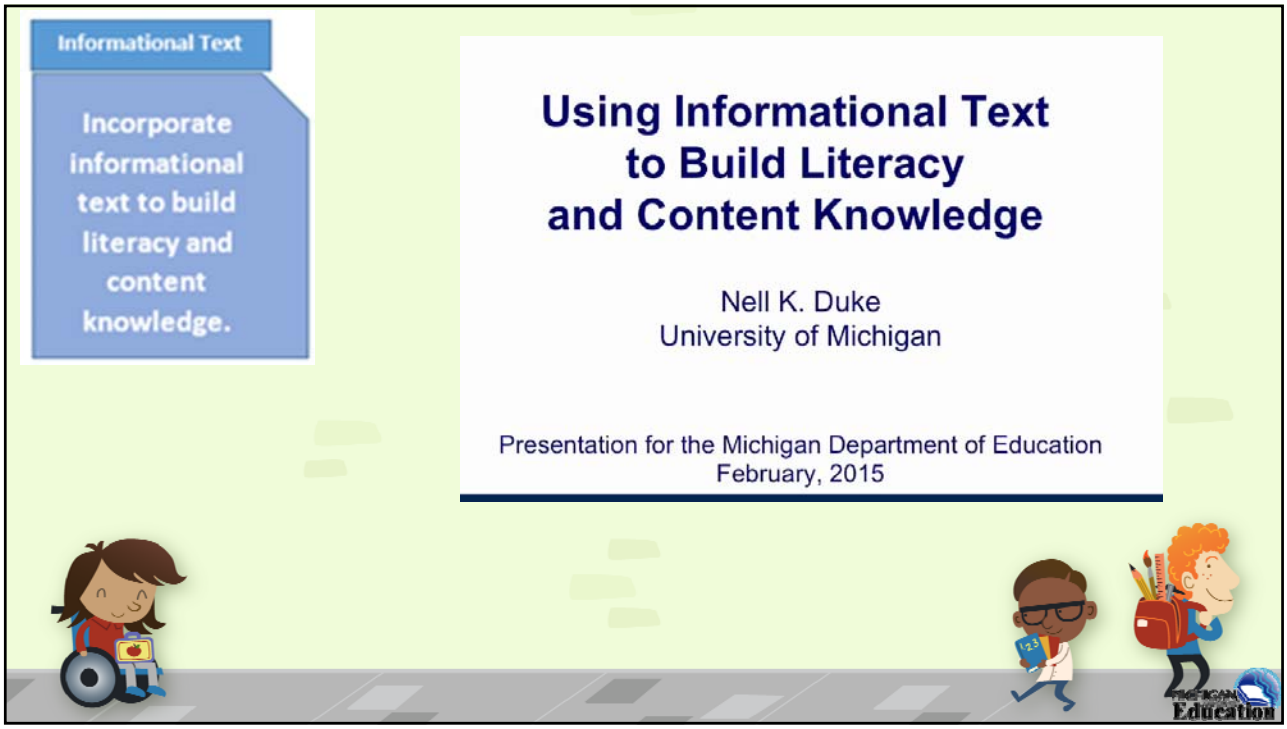


Incorporating Informational Text Throughout the Day

Dr. Nell K. Duke, University of Michigan

In the video segment shown Dr. Duke shares ways to incorporate information text into classroom projects…

Social Studies

- Texts that develop social studies knowledge
- Texts that elucidate disciplinary practices in social studies
- Reading and writing projects related to social studies units

  For example, the Park Improvement Project

  (Halvorsen, Duke, Brugar, Block, Strachan, Berka, & Brown, 2012)

Science

- Texts that develop science knowledge *in combination with hands-on science*
- Texts that elucidate disciplinary practices in science *in combination with hands-on science*
- Reading and writing projects related to science units

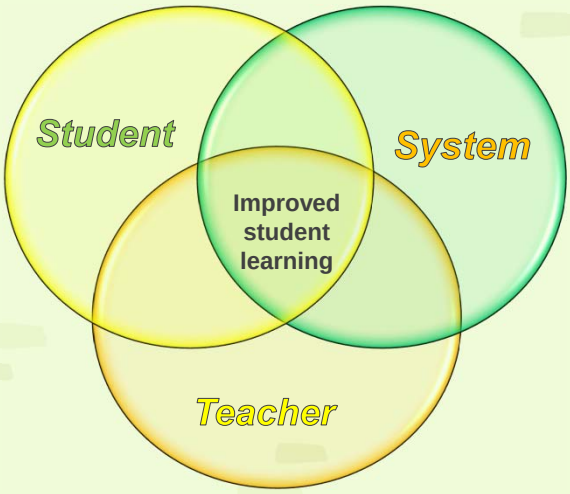
  For example, brochures for a local nature center, information books for another class

  (Duke, Purcell-Gates, Hall, & Tower, 2006/2007)

What are the benefits for using informational text to build both reading and writing skills, and content knowledge?

When **Students**, **Teachers**, and the **System** intersect we'll see…

Students are engaged in learning that is rigorous and relevant



Systems that are focused on efficient, effective, and flexible use of time and resources

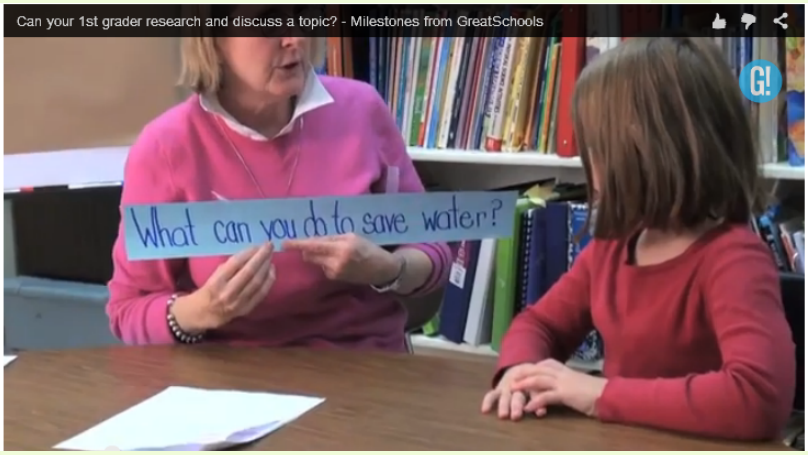
Teachers' intentional instructional practices, allowing students to connect ideas and transfer knowledge between content areas

Figure 1: Drake's Categories of Integration Types (Adapted from Drake and Burns, 2004)

Approach	Definition or Description	Characteristics	Primary Assessment Concern	Features Equivalent Across All Inter-disciplinary Approaches
Fusion	Something is fused to an already existing curriculum. Infusion of a content area, thinking skills, arts techniques, etc., would mean these were taught within every class.	A focus that is embedded into all school life.	Subject specific	Mapping backwards design—using standards Exemplary teaching/ learning strategies
Multidisciplinary	*Multidisciplinary* approach is additive, not integrative. The disciplinary perspectives are not changed, only contrasted. Team-taught courses in which faculty provide serial lectures are often multidisciplinary.	A focus on the concepts and skills of each of the disciplines independent of the others.	Disciplinary concepts and skills	Set in student-relevant real-world context as much as possible Performance demonstrations as well as standardized assessment
Interdisciplinary	*Interdisciplinary* is when students and instructors come together to analyze differences in disciplinary approaches to a problem and to work toward a synthesis resulting in a new, more comprehensive view than allowed by the vision of any one field.	A focus on common concepts and skills across the disciplines	Common concepts and skills across the disciplines	
Transdisciplinary	*Transdisciplinary* approaches provide holistic schemes that subordinate disciplines, looking at the dynamics of whole systems (i.e., place-based education).	Real world context and student questions; life skills	Authentic assessment in a real life context	

http://www.michigan.gov/documents/mde/Integration_Research_document_v9.10.14_469022_7.pdf

Integration Sample



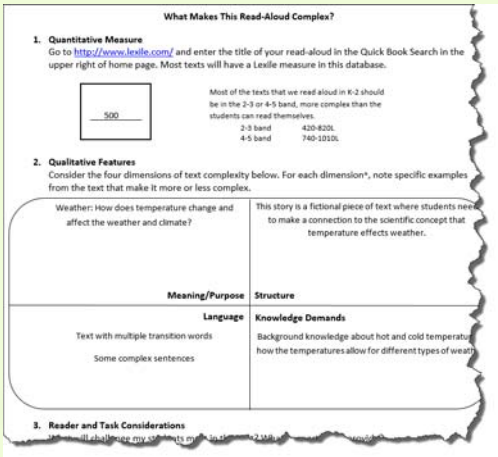
http://www.greatschools.org/gk/milestones/can-your-1st-grader-research-and-discuss-a-topic/

Thinking, Acting, and Writing Like a Scientist

Sessions	English Language Arts	Science
Concept I: **Writers participate in shared research by planning, carrying out investigations and writing like scientists.**		**Class Question 1:** **How can I describe the sounds I hear?**
Session 1	**Teaching Point:** Writer describes the sounds they hear on a Sound Hunt.	**Investigation Question 1:** How can I describe the sounds I hear in the _____? (e.g. hallway, lunchroom, playground, etc.) Investigation 1: Sound Hunt (Part 1) (See Resource Packet for teacher guide.)
Session 2	**Teaching Point:** Writers explore selected science topic (e.g. sound) resources to make observations and generate wonderings.	**Investigation Question 2:** How can I describe the sounds I hear using materials I choose? Investigation 2: Sound Makers (See Resource Packet for teacher guide.)
Session 3	**Teaching Point:** Writers think and act like a scientist whole engaging in a whole-class investigation.	**Investigation Question 3:** How can I describe the sounds I hear when tapping a wire hanger with a pencil? Investigation 3: Hanger with Strings Part 1 (See Resource Packet for teacher guide.)
Session 4	**Teaching Point:** Writers study mentor texts to learn more about developing an investigation plan.	**Investigation Question 3:** How can I describe the sounds I hear when tapping a wire hanger with a pencil? Investigation 3: Hangers with Strings - students write their own investigation plan
Concept II:		**Class Question 2:**

http://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?BackLink=490939&SourceSiteID=&UnitID=15852&YearID=2015&CurriculumMapID=730

Integration Sample



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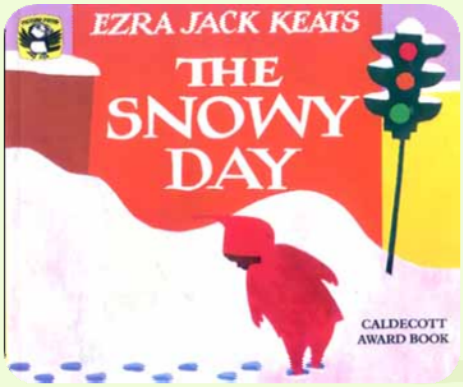

“Covering a lot of ground”

Students who successfully engage with informational reading learn the content embedded within these texts.

Engaging in content area reading and writing support students’ learning of science and social studies.

Engaging in content area reading and writing increases students’ capacity for reading and writing.

Lunch time!

We’ll resume at 12:20pm.

Please move so that every table has a variety of roles represented.

Tier 1 Instructional Practices

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Informational Text	Foundational Skills	Vocabulary
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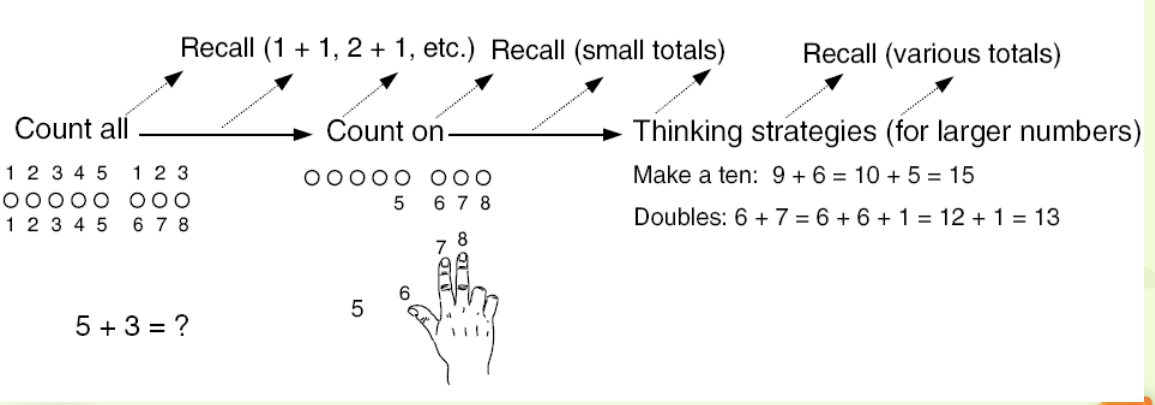
Early Mathematics

Ensure appropriate learning progressions are taught for number and operations, geometry, patterns, and data analysis.

https://www.youtube.com/watch?v=OSL6x4iBpCk

Learning Trajectory/Progression/Pathway for Single-Digit Addition



From *Adding It Up: Helping Children Learn Mathematics*, NRC, 2001.

Standards as Trajectories/Progressions/Pathways

… the 'sequence of topics and performances' that is outlined in a body of mathematics standards must also respect what is known about how students learn.

… developing 'sequenced obstacles and challenges for students … absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.' In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

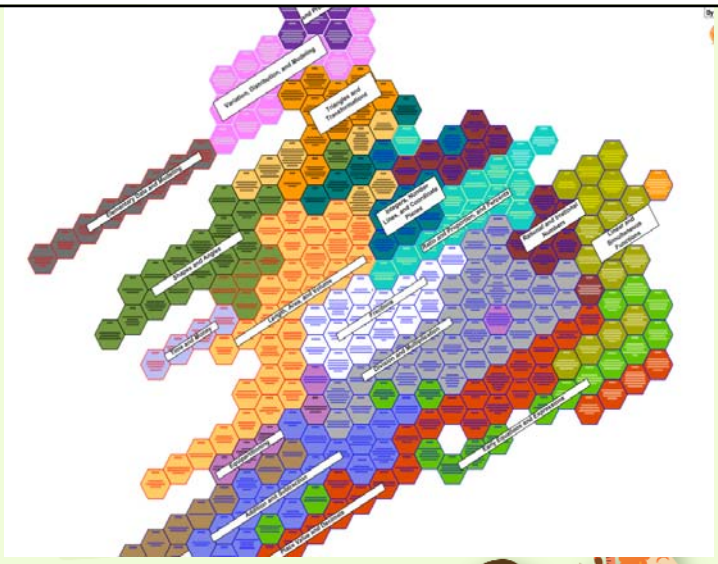
- Common Core State Standards for Mathematics, page 4

Sample of Standards Trajectory/Progression/Pathway

Early Childhood Standards of Quality for Prekindergarten (MI)[1]	Michigan Mathematics Standards[2]	
	Kindergarten	1st Grade
ELE. 3. Classification and Patterns Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.	**Measurement and Data (MD)** • Classify objects and count the number of objects in categories. **Standards for Mathematical Practices** 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning.	**Measurement and Data (MD)** • Represent and interpret data. **Standards for Mathematical Practices** 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning.
ELE. 4. Counting and Cardinality Children extend their understanding of numbers and their relationship to one another and things in the environment.	**Counting and Cardinality (CC)** • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers	
ELE. 5. Simple Operations and Beginning Algebraic Thinking Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.	**Operations and Algebraic Thinking (OA)** • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Operations and Algebraic Thinking (OA)** • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction

Standards Progressions with Learning Trajectories

*The "**what**" (standards progressions) and the "**behaviors**" (learning trajectories) to student learning.*



Turnonccmath.net

Trajectories/Progressions/Pathways Sorting Activity

- Sort the cards at your table into a possible progression
- What do you notice? What do you wonder?

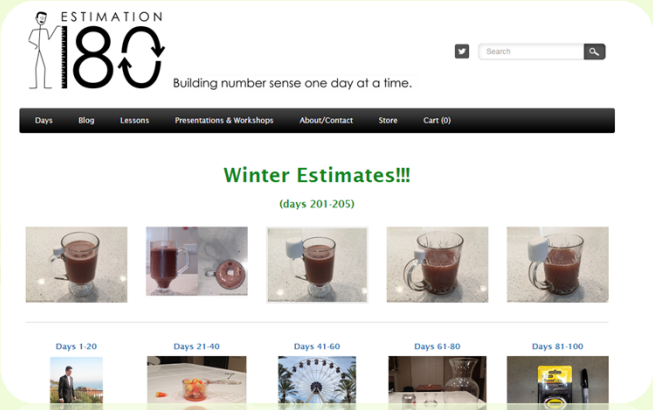
Team Discussion

- How might these progressions inform instruction?
- What implications do these progressions have on professional learning community conversations, curriculum maps/pacing guides, vertical alignment, etc.?

Estimation 180

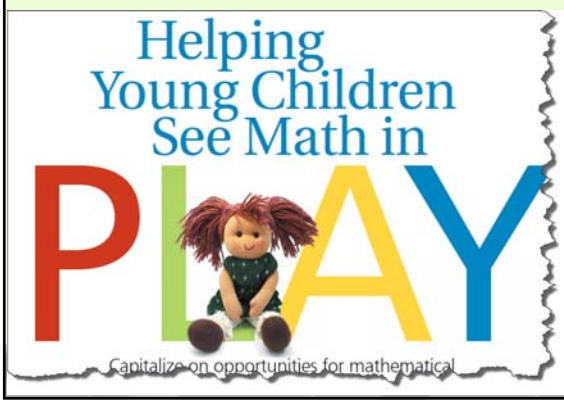
(www.estimation180.com)

Building Number Sense Daily



Promote language rich classrooms that incorporate learning through play and gaming in addition to multiple representations of ideas, processes, and solutions.

Jigsaw Activity



- Each person take one (1) section:
  - Pg 310 – 312 (Beginning)
  - Pg 313 – 314 (The block area)
  - Pg 314 – 315 (The puzzle table)
  - Pg 315 – 317 (The doll area to ending)
- Prepare a 1-2 sentence summary
- Share each section around the table
- Share any “ah-ha’s!” whole group

Promote language rich classrooms that incorporate learning through play and gaming in addition to multiple representations of ideas, processes, and solutions.

https://www.youtube.com/watch?v=B2Z0djuCDKA

How do play based instruction and language rich classrooms enhance early learning for children?

Dr. Juanita Copley

"By providing children with an environment that is mathematically rich, teachers lay the foundation for their students' future success at learning school mathematics."

Baroody, A. J. (2001). Early number instruction. *Teaching Children Mathematics, 8*(3), 154-158.

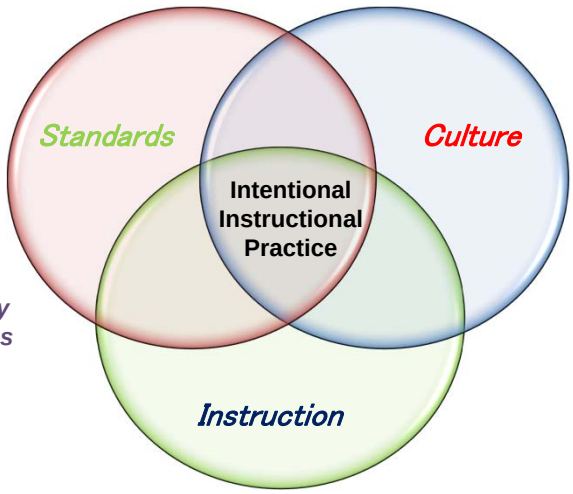
Language Rich Classroom Experiences

http://earlymath.erikson.edu/the-math-in-blocks-preschool-educational-game/

- Most early childhood programs spend little focused time on mathematics, and most of it is of low instructional quality. (NRC, 2009)
  - PreK – 6% mathematics
  - Kindergarten – 11% mathematics
- Equity issues: Young children from disadvantaged backgrounds show lower levels of mathematics achievement than children from middle class and higher status backgrounds (NRC.2009)
- "Early childhood classrooms are social positive yet instructionally passive." (pg. 299, NRC, 2009)
- A child gets more out of an activity IF there are quality interactions prior to and during the activity.
- In classrooms that score higher on instructional dimensions, students display greater gains in mathematical knowledge (NRC, 2009).

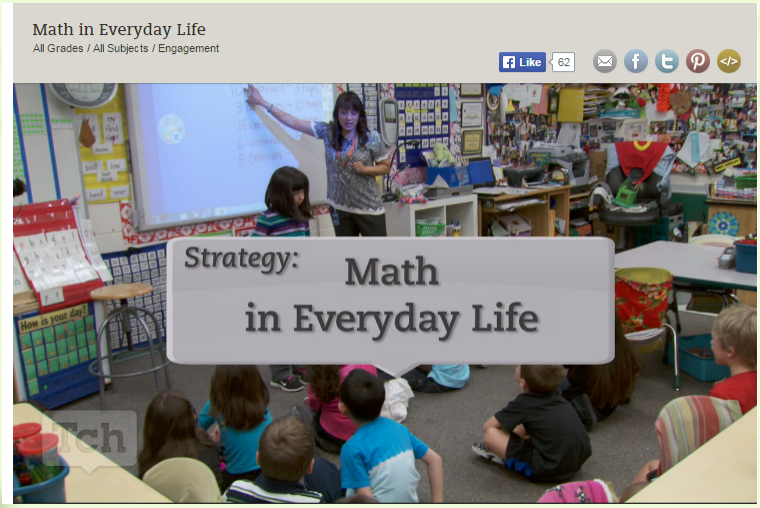
When Standards, Instruction, and Culture intersect we'll see…

Curriculum with Higher Cognitive Demand (Increased Rigor) and Career and College Ready Characteristics



Lessons that Address appropriate grade level standards and Include content relevant to student lives

Teaching that is engaging, culturally responsive , and provides for experiential learning



Integrate mathematics instruction across content areas that builds on existing knowledge and is applicable to daily lives.

http://earlymath.erikson.edu/the-math-in-blocks-preschool-educational-game/

Going back to Integration and the Snowy Day example…

How might you integrate mathematics that builds on a students existing knowledge and is applicable to their daily life?

Integrate mathematics instruction across content areas that builds on existing knowledge and is applicable to daily lives.

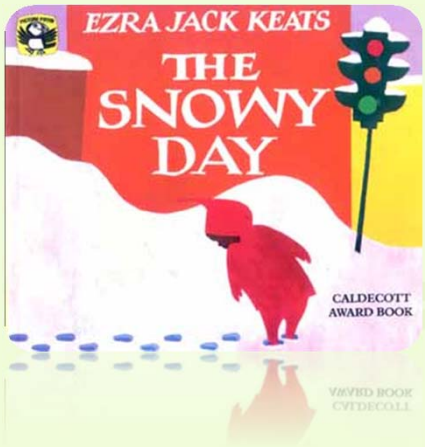
- Place students in groups of 3.
- Provide each group with a sheet of 2 different size shoe prints.
- Instruct students to cut out the shoe prints.
- Have students measure two objects using the shoe prints.

(Example: Compare the distance from one side of their desk to the other and top to bottom using each size of the footprints.)

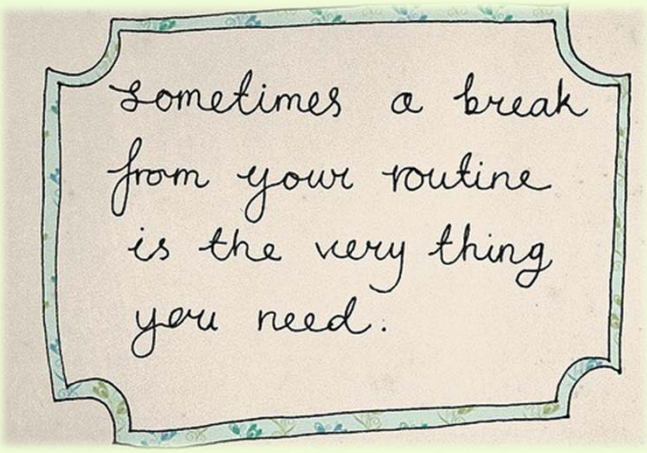
Ask Quality Questions:

✓ Can you predict how many small shoe prints can fit inside the bigger shoe print?

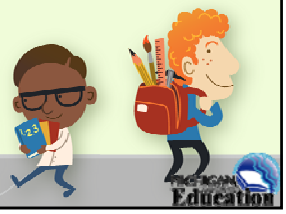
✓ Which direction (side-to-side or top-to-bottom) has more of the smaller shoe print?



Math Example:
K.MD.1
Describe measurable attributes of objects, such as length or weight.
K.MD.2
Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of".

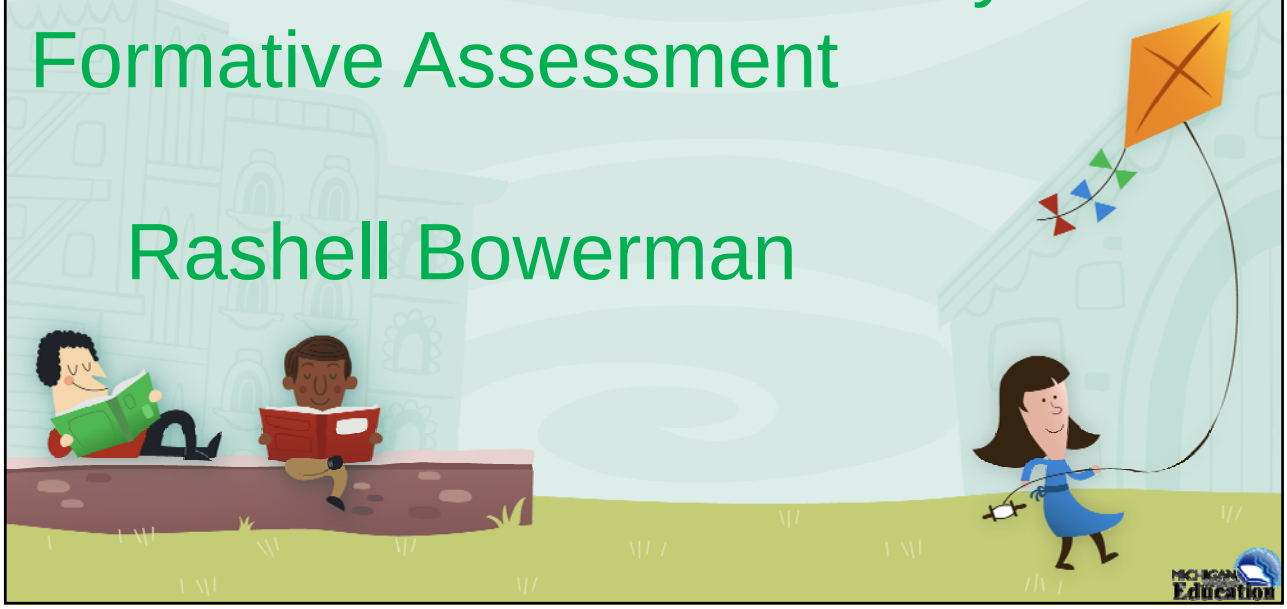


Let's take another short 15 minute break!



MTSS/Assessment Literacy/ Formative Assessment

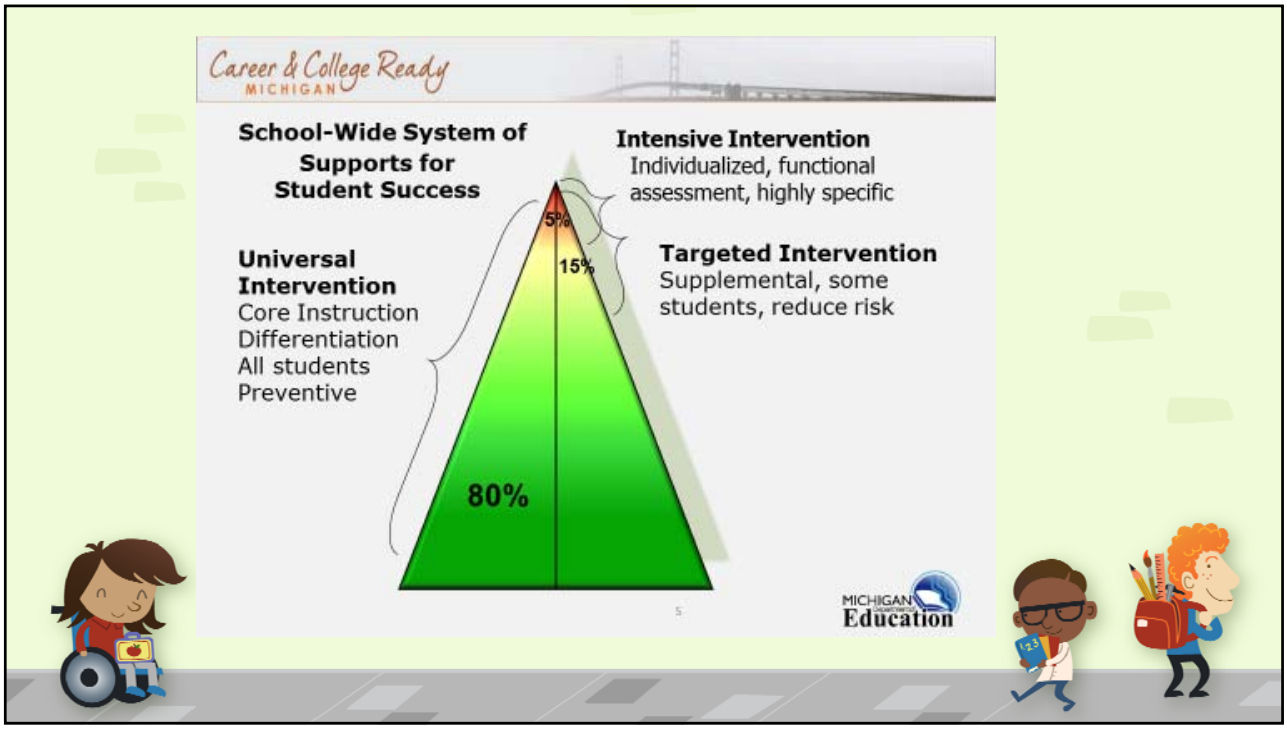
Rashell Bowerman

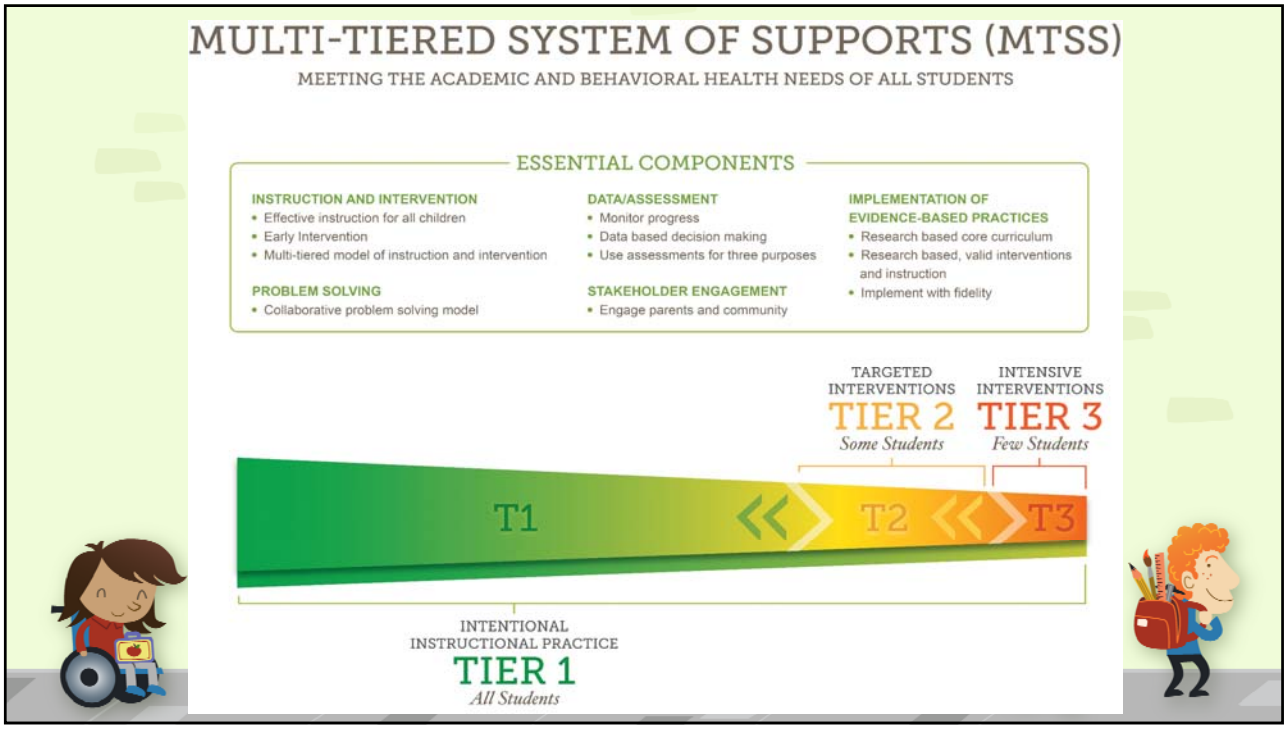


The Multi-Tiered System of Supports (MTSS) Connection

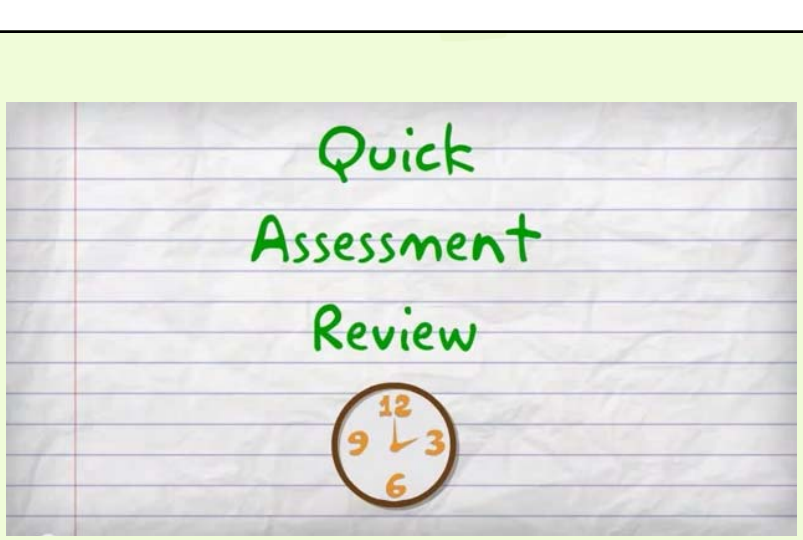
- MTSS is an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral health needs of **ALL STUDENTS**.

The Michigan Department of Education (MDE)


Career & College Ready
MICHIGAN
School-Wide System of Supports for Student Success
Intensive Intervention
Individualized, functional assessment, highly specific
5%
15%
Universal Intervention
Core Instruction
Differentiation
All students
Preventive
Targeted Intervention
Supplemental, some students, reduce risk
80%
MICHIGAN Education


MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)
MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS
ESSENTIAL COMPONENTS
INSTRUCTION AND INTERVENTION
• Effective instruction for all children
• Early Intervention
• Multi-tiered model of instruction and intervention
PROBLEM SOLVING
• Collaborative problem solving model
DATA/ASSESSMENT
• Monitor progress
• Data based decision making
• Use assessments for three purposes
STAKEHOLDER ENGAGEMENT
• Engage parents and community
IMPLEMENTATION OF EVIDENCE-BASED PRACTICES
• Research based core curriculum
• Research based, valid interventions and instruction
• Implement with fidelity
TARGETED INTERVENTIONS
TIER 2
Some Students
INTENSIVE INTERVENTIONS
TIER 3
Few Students
T1
T2
T3
INTENTIONAL INSTRUCTIONAL PRACTICE
TIER 1
All Students

How Would you Define Formative Assessment?

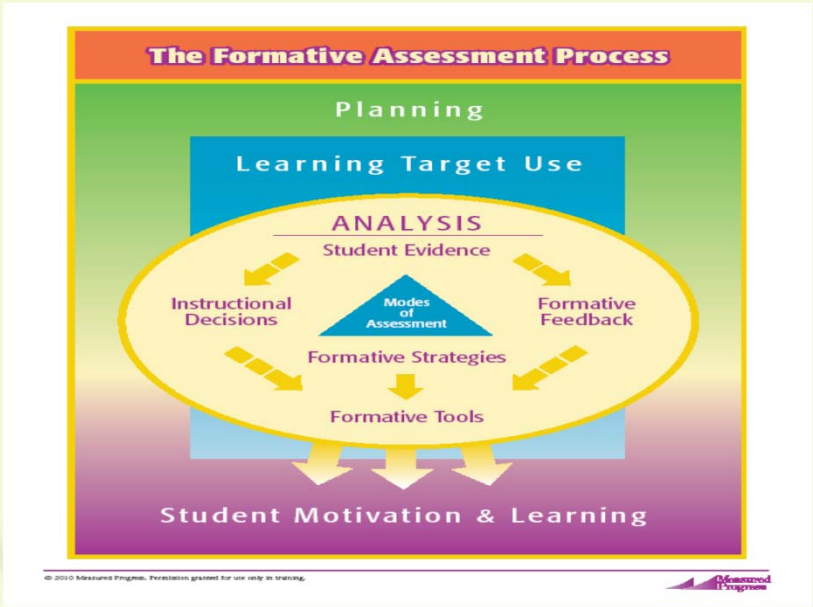


https://www.youtube.com/watch?v=mjmM1iN-m-E

Formative Assessment Definition

- 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.

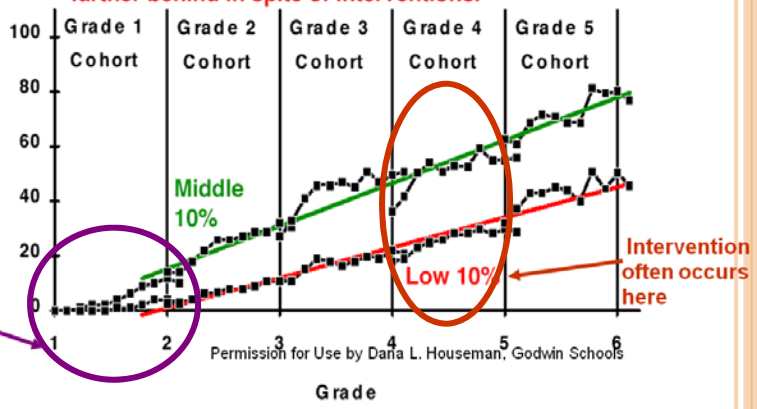
CCSSO Formative Assessment for Students and Teachers (FAST SCASS) 2006



Early Intervention is Critical

Reading trajectories are remarkably stable.

Students on low reading trajectory fall farther and farther behind in spite of interventions.



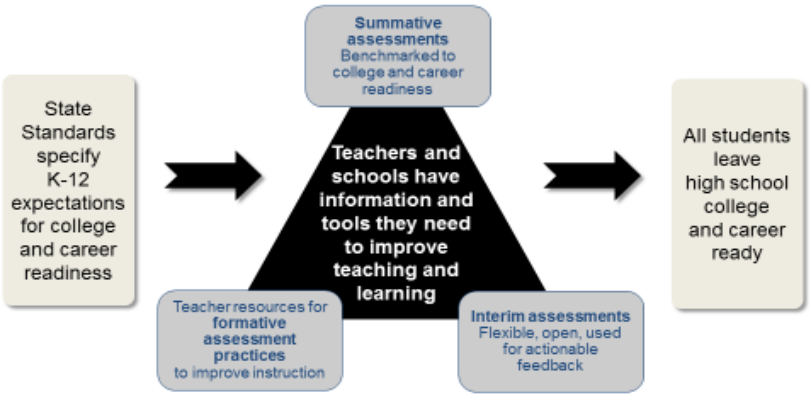
Early intervention is more effective, because there is less to "catch up."

(Good, Simmons, & Smith, 1998)

Intervention often occurs here

Past practice has been to intervene too late – when the gap is wider.

A Balanced Assessment System



www.michiganassessmentconsortium.org
http://www.smarterbalanced.org/

Action 1: Balance Assessments

Balanced assessment systems blend effective assessment use of the classroom level with interim/benchmark assessment and annual testing to serve both formative and summative purposes.

Action 1 urges examination of current levels of balance and movement toward greater balance if needed.

Essential Actions for School Leaders Commodore, Chappuis, Stiggins – see Pearson Assessment Training Institute, copyright 2010

3-8 Assessments

Track E Assessment Calendar

2012-2013

The CPS assessment system is designed with three main goals in mind : (1) to provide consistent measures of student learning in all schools with common assessments at the beginning and end of the school year; (2) to provide all schools with a high-quality formative assessment option to drive instruction throughout the year; (3) to facilitate state-required testing. Schools have the option to either administer the formative assessments supported by the district or choose their own . **On this calendar, only assessments that are highlighted in the graphic to the right are required for all schools.**

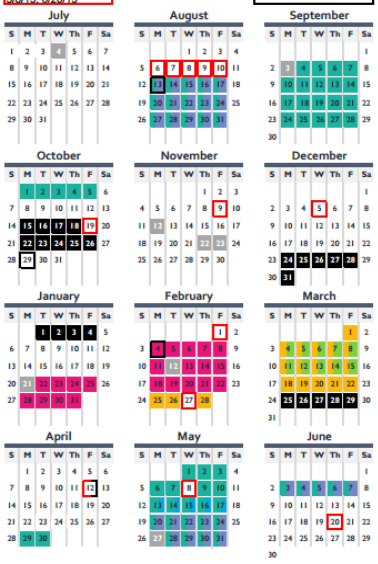
Assessment	Use	Date(s) Administered	Duration of Test	Guidelines
NWEA MAP	Summative Computer Adaptive	BOY: 8/13/12 - 10/5/12 MOY: 1/7/13 - 1/31/13 EOY: 4/29/13 - 6/7/13	40-60 minutes per subject	Required 3-8, BOY & EOY MOY optional
REACH Performance Tasks	Summative	BOY: 8/13/12 - 9/7/12 EOY: 5/20/13 - 6/7/13	40-60 minutes per task	Required 3-8 CIM scoring due 1 week after admin deadline
ISAT[1]	Summative State Required	3/4/13 - 3/15/13	8 hours	Required 3-8
IAA[2]	Summative State Required	2/25/13 - 3/22/13	Varies--administered individually	Required 3-8 for SWDs not taking ISAT
Quarterly Benchmark Performance Tasks	Formative CCSS Interim	Q1: 10/8/12 - 10/19/12 Q2: 1/14/13 - 1/24/13 Q3: 4/1/13 - 4/11/13	3-4 days; 45-60 minutes per day	Optional 3-8 Literacy: end of quarter Math: as instructionally appropriate
ACCESS for ELLs[3]	State Required Summative	1/22/13 - 2/22/13	Speaking: Varies (roughly 15 minutes) Writing & Listening: 2.5 hours	Required for ELLs 3-8
EXPLORE 8	Summative	5/13/13 - 5/17/13	3 hours	Required 8
Algebra Exit Exam[4]	CPS Placement	5/20/13 - 5/24/13	90 minutes	Required 7-8 only for HS placement

NOTES:

[1]Grade 8 students without an ISAT score from Grade 7 are eligible for SAT10 (Limited Fall Testing for 8th Graders), which provides a comparable score. The SAT10 testing window runs from October 8 through October 12, 2012.

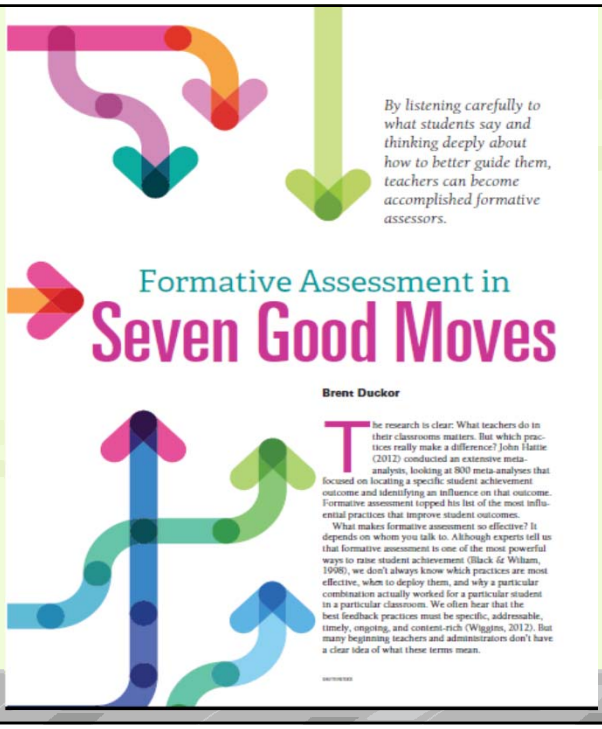
PD: 8/6/12-8/10/12
TI: 10/19/12, 11/9/12, 12/5/12, 2/1/12, 2/27/13, 4/12/13, 5/8/13, 6/20/13

Q1 Begins: 8/13/2012
Q2 Begins: 10/29/2012
Q3 Begins: 2/4/2013
Q4 Begins: 4/12/2013



Quick Write Activity

- 1. How are you formatively assessing? (or observing it)
- 2. What are the top barriers to formative assessment in todays classroom?



By listening carefully to what students say and thinking deeply about how to better guide them, teachers can become accomplished formative assessors.

Formative Assessment in Seven Good Moves

Brent Duckor

The research is clear: What teachers do in their classrooms matters. But which practices really make a difference? John Hattie (2012) conducted an extensive meta-analysis, looking at 800 meta-analyses that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes.

What makes formative assessment so effective? It depends on whom you talk to. Although experts tell us that formative assessment is one of the most powerful ways to raise student achievement (Black & Wiliam, 1998), we don't always know which practices are most effective, when to deploy them, and why a particular combination actually worked for a particular student in a particular classroom. We often hear that the best feedback practices must be specific, addressable, timely, ongoing, and content-rich (Wiggins, 2012). But many beginning teachers and administrators don't have a clear idea of what these terms mean.

Article Activity

- Count off by 7
- Get with your group and read the introduction of the article (first couple paragraphs) and them the section specific to your “MOVE”.
- Have a brief discussion with your group that includes the following focus points:
  - Summarize the “Move” and be able to share out
  - Have you done this or observed it in classrooms?
  - How could we get teachers to improve this skill and use it to improve student outcomes?

Formative Assessment for Michigan Educators (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

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."

Interested in 2015-16 FAME?

- Name
- Professional Role
- District Name
- Email

For More Information:

Kimberly Young

Office of Standards and Assessment

youngk1@Michigan.gov

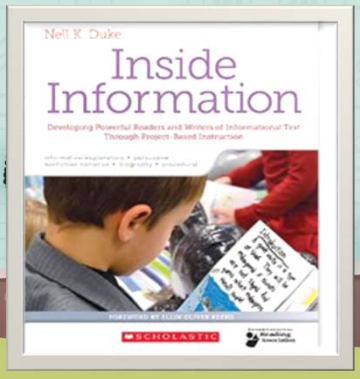
517.373.0988

www.Michigan.gov/formativeassessment

Local ISD Sharing

Alicia Kubacki, Midland ESA
(akubacki@midlandesa.org)

mielanetwork.weebly.com



Tammy Barrientos
(tarizola@svsu.ed)
SVSU Math/Science Center

Next Steps for ELMI

- Webinar Series
  - Higher Ed partners and experts
  - Exemplars from the Field
  - Interactive
  - MDE Updates
- Fall 2015 School Improvement Conference
  - ELMI strand
  - Seeking Schools and Districts to highlight
- Unpacking of Governor's Budget Request
- Continuing with Internal MDE team work

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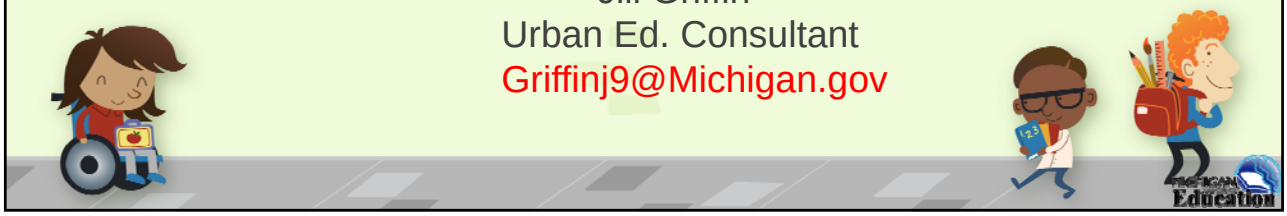
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