SUMMARY OF THE RESULTS FROM RESEARCH ON THE 2014-16 FAME PROJECT

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Introduction

The Michigan Assessment Consortium (MAC) Formative Assessment for Michigan Educators (FAME) Research Team carried out a significant number of activities in support of the FAME program, on behalf of the Michigan Department of Education (MDE). The MAC assumed leadership for the research component of the FAME program from Michigan State University. The overall goal of the MAC's activities was to provide information to the FAME leadership team to understand what FAME participants need in order to enhance their learning, how the FAME resources are used, and what resources might be created to improve the program for the future.

The MAC FAME Research Team proposed to address the following objectives in its work during the 2014-15 school year:

A. Surveys and interviews of the FAME Leads and selected Coaches regarding interactions and work with one another
B. Periodic update surveys from FAME Coaches regarding their work with their Learning Teams
C. Annual survey of all FAME Coaches
D. Annual survey of all FAME Learning Team members
E. Development of a *Formative Assessment Classroom Assessment Guide* for FAME teacher use to examine and improve their use of the formative assessment practices related to the FAME program
F. Case studies featuring the implementation of the FAME program:
   o Leads and coaches
   o Teachers who participated in the development of the *Formative Assessment Classroom Observation Guide*
   o School, districts, and intermediate district implementation of the FAME Program.

Specific activities were carried out by the MAC FAME Research Team to address each of these objectives. This report provides an executive summary of the full report of the work of the MAC Research Team, as well as the outcomes obtained by the Research Team from the data collected by the Team and others. This report is organized in two major sections. The first section provides an overview of the accomplishments of the Research Team from this past school year. The second and larger section provides more detailed information about the work of the Research Team, provides considerable information about FAME outcomes gathered and resources created by the Research Team.

Overview of the Work of the MAC FAME Research Team in 2014-15

The MAC FAME Research Team carried out a number of development and evaluation activities related to objectives listed above. The activities carried out during the 2014-15 school year included:

- Interviewed each of the Leads twice or more during the school year – The Research Team conducted telephone interviews with the Leads, conducting a structured interview with each of them two or more times during the school year.

- Surveyed each of the Leads during the school year – The Research Team conducted surveys of the Leads twice, to ascertain how they were planning on interacting or actually interacting with Coaches assigned to them. This included Coaches in their geographical region, and for a couple of them, Coaches some distance from them.

- Selected a sample of about 24 Coaches, evenly distributed across the Leads, to interview and survey on one or more occasions about their use of the Leads

- o Surveyed the sample of Coaches to determine in writing their use of and support from the Leads—A Team member surveyed these Coaches to obtain in writing their indications of how (if at all) they had used the Leads, and if so, in what way(s) and what additional support that they were hoping for or planning on requesting.

- o Interviewed the sample of Coaches about their use of and support from the Leads—The Research Team members attended several of the Cognitive Coaching/Adaptive Schools/Calibrating Conversations Training meetings in order to informally interview Coaches about their interactions with and support from the Leads.

- Instituted a periodic update report from each FAME Coach about the activities of their Learning Team during the previous month(s). These were sent to Coaches in October, November, January, February, March, and May. These update surveys were summarized across all of the Coaches for each Lead, as well as by each Coach assigned to a Lead. The updates provided the Leads with information about Coaches' activities and needs so that the Leads could be more responsive to meeting Coaches' needs for resources and assistance in working with their Learning Teams.

- Conducted the annual surveys of Coaches and Learning Teams in the spring, using the sets of questions that have remained virtually unchanged over the past several years. The surveys continue to show the value of FAME to the participants, as well as the utility of the FAME model for improving teachers' instruction and students' learning.

- The MAC Research Team began the year with the goal of using the MSU practice progressions to study changes in teacher use of formative assessment in their classrooms during the school year. The goal was to identify 3-4 teachers and monitor their use of formative assessment practices over the school year. Eight teachers were identified and agreed to participate, more than initially anticipated. In addition, due to the location of one of the Research Team members in northern Michigan, northern teachers were observed for the first time.

  What occurred is that each of the teachers identified were already accomplished users of formative assessment practices in their classrooms, as evidenced by the video recordings made of their instruction. Thus, the idea that the Research Team would see *growth* or increased use of formative assessment practices proved futile.

  What emerged, however, is even more valuable. The MAC Research Team asked each teacher who was recorded to co-code each video recording on the day in which instruction was video recorded. Thus, we were able to capture several days of instruction and have the teacher code each day before teaching the next day. This provided far more valuable insights into teacher use of formative assessment practices, since the Research Team could probe how teachers planned to use such practices, as well as when and how they employed such practices.

  The insights from the teachers were substantial, and even though these teachers were exemplary instructors, several of them gained insights about their practice that enabled them to change how the taught their class in the next class session. This procedure represented a substantial improvement over the coding methods used in the past (when recordings were coded by MSU faculty and students) and the practice progressions. The Research Team concluded that one of the valuable aspects of the video recording and coding with teachers is that it might serve as a model for how teachers in the FAME program could examine their own practice, as well as that of supportive peers.

  Thus, the Research Team substantially revised, simplified, and shortened the practice progressions to produce a set of *Dimensions of Formative Assessment* (since renamed the *Components of Formative Assessment*). These have guided the Research Team to collect and catalog additional video from the teachers. The Research Team assembled a new document titled *Formative Assessment Self-Reflection Guide*, which has been used in a limited manner by other teachers in 2014-15.

- The MAC Research Team has participated in project planning meetings with the Department and with the Leads, lending our insights about research and development strategies in helping to improve the FAME program.

- Representatives of the MAC Research Team have participated in national formative assessment meetings (the SCASS Formative Assessment for Students and Teachers meetings) and national conferences (the CCSSO National Conference on Student Assessment).

- Finally, the MAC Research Team summarized the activities of the MAC Research Team in an annual report to MDE. Included in this summary will be a description of the data collections methods and an overview of the results collected in the monthly updates and the annual surveys.

Work of the MAC FAME Research Team in 2014-15

This section provides a summary of the information about the work of the research team by topics listed above. A more detailed summary of the results and related attachments can be found in the complete report.

A. SURVEYS AND INTERVIEWS OF THE FAME LEADS AND COACHES REGARDING INTERACTIONS AND WORK WITH ONE ANOTHER

FALL LEAD QUESTIONNAIRE
Questionnaire Response to Question 1 – FAME Leads
Consulting is one of the support functions. Have you met or do you plan to meet the following activities: monitor, remind, and assist coaches with registration; conduct check-ins and request status reports; and provide resources? How?
Comments: All Leads indicated they assisted with the registration process; this is an opportunity to help coaches and teams and begin to establish a presence and relationship with coaches. They take advantage of the periodic update reports as a way of checking in; it adds another layer of accountability. The most common consulting activity is the providing resources to the Coaches.

Questionnaire Response to Question 2 – FAME Leads
Coaching is another support function. How do you plan to use the four CC maps to have coaching conversations?
Comments: Most Leads have provided coaching, although the opportunities are limited. Many were able to make contact at trainings, and to use the CC maps on those occasions. Other opportunities are correlated with geography. If Leads are close to coaches, they can perform this function. Distance makes it more of a challenge.

Questionnaire Response to Question 3 – FAME Leads
Collaboration is another support function. How have you met or plan to interact with coaches at face-to-face trainings? What are your expectations?
Comments: All Leads have either started interaction with coaches or plan to do so. As with coaching, collaboration is heavily influenced by geography. If they are closer to the coach, the opportunity is greater. Expectations are similar, but each has some distinctions. All are designed to allow for sharing, the exchange of ideas, and asking questions. Some are also used to focus on specifics, such as formative assessment content, coaching skills, etc.

Questionnaire Response to Question 4 – FAME Leads
Do you plan to offer quarterly face-to-face meetings? If yes, how? What are your expectations for these meetings?
Comments: All Leads want to schedule face-to-face meetings with coaches. Two obstacles are finding an available time and overcoming distance. Several have scheduled events, but attendance was small. Those in attendance find them worthwhile, and this information is shared, hoping more people will attend next time.

LEAD INTERVIEWS/FOLLOW-UP CONVERSATIONS

After receiving the written responses to questions, phone conversations were conducted to ask further questions and to gather additional information.

We asked Leads if the Monthly Reports were useful, and if so, how were they used. Their responses are shown below:

- Useful as a way of obtaining information about their activities.

- It adds another layer of accountability.

- Follow-up provides another opportunity to communicate with coaches.

- It is interesting, but of limited value.

FALL COACH QUESTIONNAIRE
Questionnaire Response to Question 1 – FAME Coaches
Has your Lead provided support (e.g., assist with training, monthly check-ins, and provide resources)? How?
Comments: Almost all of the coaches have received support from the Leads. Most support has been checking in and providing of resources. Other coaches indicated the Lead offered assistance, but the coach did not taken advantage of the offer.

Questionnaire Response to Question 2 – FAME Coaches
Has your Lead provided coaching support using the skills learned in Cognitive Coaching?
Comments: Seven coaches indicated the Lead has used CC skills during their work together. Many of the others indicated there has not been an opportunity for their use.

Questionnaire Response to Question 3 – FAME Coaches
Have you met or are there plans for a face-to-face meeting with your Lead? What are your expectations?
Comments: Eight coaches met or had plans to meet with their Leads. Many others indicated there has not been an opportunity for a meeting.

Questionnaire Response to Question 4 – FAME Coaches
Have you met or are there plans for a face-to-face meeting with other coaches in your region? What are your expectations?
Comments: Seven coaches have met with other coaches in their region. Many others indicated there has not been an opportunity to do so.

SPRING LEAD QUESTIONNAIRE
Questionnaire Response to Question 1 -FAME Leads
Collaboration amongst leads is one of the Lead expectations. In particular, Leads are expected to attend quarterly meetings, share resources, respond to e-mail communication, and co-create/update all stakeholders on timelines for program reminders. Have these activities contributed to the growth and sustainability of FAME? If so, how?
Comments: All Leads agree collaboration is a necessary and important part of the work. All of the activities provide opportunity to share experiences, resources, and ideas, and they bring people together who are dealing with the same kinds of issues. The major concern is time—they do not have the time to devote as much attention as they would like to this work.

Questionnaire Response to Question 2 – FAME Leads
Professional learning is another Lead expectation. This includes research on learning and literature studies. Did these activities contribute to your professional growth? If so, how? If possible, include specific references.
Comments: One of the characteristics all Leads share is a desire to be a lifelong learner. Professional growth is a critical part of not just being a Lead, but being a productive Lead. As with the earlier question, the biggest problem has been time. Many of overcome this by continuing to study and learn on their own. This reduces the impact, but it is still a sign of commitment to growth.

Questionnaire Response to Question 3 – FAME Leads

Outreach is another Lead expectation. How did you meet this goal this school year? What changes would you make for next year?
Comments: The Leads understand and accept this as part of their responsibility, since they are the face of FAME. The information they share is crucial for FAME to be maintained and expanded. Some Leads are most comfortable staying in surroundings close to them. They share information in their schools, districts, and surrounding areas. Others go beyond those boundaries and provide information at conferences. When approached, they are eager to share what they have learned.

SPRING COACH QUESTIONNAIRE
Questionnaire Response to Question 1 – FAME Coaches These are follow-up questions from the First Set.
1. *Did your Lead provide coaching support using CC skills? If so, when?*
2. *Did you have face-to-face meetings with your Lead? If so, how often?*
3. *Did you have face-to-face meeting with other coaches from your school/district? If so, how often?*
Comments: Obviously, the power in using CC skills is most evident in face-to-face meeting, which is not always possible. Coaches still indicated many times the Leads would still demonstrate CC skills in phone conversations. The types of questions, paraphrasing, and the coach-first mentality were indications of their training. Over half of the coaches indicated Leads scheduled face-to-face meetings for coaches. Those who did attend found them to be useful. When there are other coaches in the school/district, they usually have face-to-face meetings. Some of these are scheduled, planned meetings while others are much more informal. The important aspect is for no coach to feel isolated from Leads or other coaches.

Questionnaire Response to Question 2 – FAME Coaches
To what extent did you use your Lead to support you and your learning team? How?
Comments: Most coaches indicated their use of Leads in three way—provide resources, suggest strategies, and give support. There is always a demand for more resources—books to study, articles to use in meetings, or 'tools' for meetings or classrooms. Coaches always want more examples of formative assessment practice in the classroom. Coaches frequently ask Leads for suggestions about strategies to use with their learning teams. There are also requests for classroom strategies that provide more evidence of student learning. Finally, there is a need for support. Coaches want to know if they are doing it right or if teams are progressing in an appropriate manner.

Questionnaire Response to Question 3 – FAME Coaches
There are many resources provided by the FAME project (e.g., Cognitive Coaching, Adaptive Schools, TFAP Guide, and others). Which resources were most helpful and least helpful to you and your team? Explain.
Comments: The training provided by Cognitive Coaching and Adaptive Schools was top rated. Many coaches indicate it is the BEST professional development or training they have ever received. There was a more favorable response to the TFAP Guide, as a number of coaches stated it helps them keep the 'big picture' in place. In years past, it seemed to be a document used at the Launch, but then neglected. Responses this year state otherwise. The website continues to get mixed reviews. While there were more positive comments, it was also listed as being the least helpful. As in years past, the complaint is it is not user-friendly (hard to navigate) and the information needs to be more recent.

Questionnaire Response to Question 4 – FAME Coaches
In addition to resources provided by FAME (refer to previous question), what other resources are you using to guide your work with your learning team?
Comments: There was a wide response including books from prominent authors/researchers in the area of formative assessment, articles, and websites. Coaches also depend upon other educators (Leads and coaches) for suggestions and ideas.

Questionnaire Response to Question 5 – FAME Coaches
As a coach, did you connect FAME to other educational initiatives? If so, which ones and how did you connect them?
Comments: There was wide variety. FAME is extremely adaptable to many other initiatives. The initiatives mentioned include national, state, district, and school approaches. Obviously, the appeal is for this work to be in support of other work and not an additional burden.

An opportunity occurred to informally discuss FAME with educators attending the Adaptive Schools Training. This included 'Friends of FAME,' administrators, and coaches, administrators. The following is a collection of some of their comments:

FRIENDS OF FAME
- Always looking for initiatives/trainings which support professional growth, teacher practice, and student improvement-FAME is one.
- Like the way FAME fits well with other initiatives in addition to the training (CC and AS). Other initiatives include broad-based and locally-driven actions.

ADMINISTRATORS
- Administrators who attend have a tendency to think of themselves as 'instructional leaders.' Some know time and responsibilities might prevent them from being as involved as they would like, but they still want to be informed.
- Being knowledgeable at any level helps them determine their priorities. The more they know about FAME, the more willing they are to support it with time and resources.
- Working with a learning team creates a 'buzz' in a school that encourages others to become involved.
- FAME is student-centered. The driving motivation is how to help students achieve.
- Some indicated they would like to see greater participation and support from ISDs.
- Finding time for educators to meet is always an issue.

COACHES
- Administrative support is crucial as it in an indication of the value placed on FAME.
- Teams move at their own speed. Some are moving beyond coach expectations, some are still struggling to move forward. The key is to stay the course.
- It is important to stay the course even if it means taking baby steps.
- The process of increasing one's own understanding of the formative assessment process and use of tools/strategies has improved the quantity and quality of conversations with students.
- Many classroom teachers are encouraged to create their own tools for formative assessment practice in the classroom.
- Wish there were more funds available to support initiatives.

B. PERIODIC UPDATE SURVEYS FROM FAME COACHES REGARDING WORK WITH THEIR LEARNING TEAMS

This summary reports results from periodic update surveys sent to coaches regarding their work with their Learning Team in 2014-2015 school year. Throughout the 2014-2015 school year, a monthly coach update survey was sent to the coaches for each of the eight leads.

The goal of the survey data was to assist the FAME leadership team, especially the Leads, to provide the support and resources coaches needed to make coaches' FAME experience as useful as possible. Each monthly (or at times bi-monthly) survey contained four questions focused on the learning team meetings, support received from the Leads, and any requests for additional support. The survey was administered to approximately 220 coaches at 6 different time points in the 2014-2015 school year. The information was intended to help the Leads know what coaches and learning teams were working on, and to provide the support and resources coaches needed to improve their FAME work.

Summary – Overall, there were ten different types of support that the coaches requested more frequently than any others. These requests for support included articles, what to do in the meetings, videos, time, and a timeline for the year, among others. The requests for support are further discussed below.

Teams varied in the extent to which they met on a monthly basis, the topics discussed, resources they used, and support they received from the Leads. On average, approximately 60-70% of the coaches reported they met during the month they responded to the survey. A range of topics was discussed by

teams, with learning targets as one of the primary topics discussed by teams. Teams also reported discussing a wide range of other formative assessment topics including planning, use of student evidence, use of formative assessment strategies, use of formative assessment tools, student and teacher analysis, feedback use, and instructional decisions.

During learning team meetings, coaches reported that they primarily relied on resources such as articles and books to guide the Learning Team meetings. Coaches also mentioned using websites and online resources, videos, information the Regional Leads had shared with them, and FAME resources, among other sources of support. Figure 1 below depicts the top ten types of support most frequently requested by coaches during the 2014-2015 school year
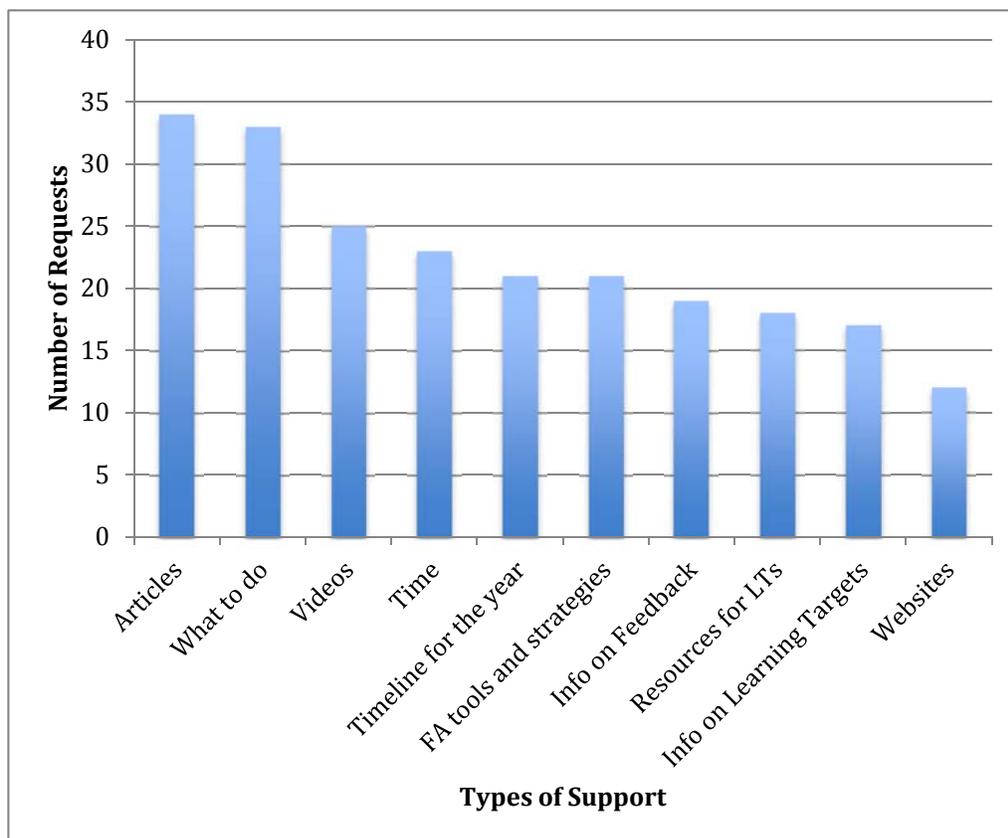

Figure 1. Top ten types of support most frequently requested by coaches, 2014-2015

Coaches reported a number of resources or assistance that would support them and their Learning Team in the coming months. The types of support and frequency of requests for support is the focus of this summary. The particular question from the survey asked: *What resources or assistance would be of help to you and your Learning Team in the coming months?* The responses have been tallied and combined to present a list of the most frequently requested types of support.

- Books (new and specific topic and grade level requests, reference list for book study); Elementary level resources (and early childhood);
- Peer and student self-assessment;
- Different content and subject area resources (examples of formative assessment in use);
- Support to develop student skills (metacognition, self-regulation, reflection, motivation, engagement, and growth mindsets);
- Lead support (to attend a meeting, meetings with Leads, Lead to provide feedback);
- Ways to track and evaluate FAME PLCs (including using standardized tests to determine effectiveness of work with FA, assessing teams and students, surveys);

- Meeting time with other coaches, individuals who provide support;
- Sustaining Learning Teams (work after the first year); and
- Formative assessment PD (further training on formative assessment)

Based on these findings, the recommendation is to focus time, energy, and resources on the most frequently requested resources, while following up on individual requests. It is evident from the data, that these top areas are important to many coaches across all of the Regional Leads.

In conclusion, there is a high need from the coaches for resources such as articles, videos, and an online library or websites to support coaches work with their Learning Teams. The coaches also requested improved access to these resources in a way that the topics are categorized and the information is easily accessible. Part of the request from some coaches to gain access to the resources was a need for frequent reminders of the web site sign-in process, and updates when new information is added to the site. In particular, coaches request specific information on feedback and learning target use.

A second related high need for coaches is guidance and direction for what to do in team meetings, and how to plan and prioritize team meetings over the course of the school year. Several coaches made requests to receive information about best practices of highly effective teams, to have modeling on how to structure the meetings, and guidelines for choosing the focus of the team. Further support and resources for structuring and developing the Learning Team meetings would seem to benefit these coaches.

Overall, the coaches who did participate in the surveys indicate a high level of participation and investment in the FAME program. They also report their appreciation for the active involvement and support they receive from the Regional Leads.

C. ANNUAL SURVEY OF ALL FAME COACHES

A survey of all Year 1–3 coaches was administered in spring 2015. Many of the same questions were used in comparable surveys of coaches in the 2011-12, 2012-13, and 2013-14 school years. In all, 56 Coaches completed part or all of the Coach survey. Key findings are provided below; the complete report and an attachment to it provide a summary of all questions in the survey. Note: the table numbering shown below is identical to the table numbering in the full report in order to facilitate readers to determine questions not shown below.

INFORMATION ABOUT THE COACHES WHO RESPONDED

The first question on the survey asked respondents about what year Learning Team that they coached during the 2014-15 school year. Table C-1 reports these results.

Table C-1
Year of the FAME Learning Team Coached
Percentages

Year	Responses
First Year	51.0
Second Year	20.6
Third Year	12.8
Unsure	1.0

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

Table C-3
Current Position or Role in the District
Percentages

Current Position	Percentage
Teacher	64.9

Principal/Assistant Principal	14.9
Department Chair/Instructional Leader	12.8
ISD Administrator	0.0
District Administrator	3.2
Retiree	1.1
Other	14.9

<u>INFORMATION ABOUT THE LEARNING TEAMS COACHED</u>

Coaches were asked several questions about the Learning Teams they coached during the 2014-15 school year. Coaches were asked about how familiar they were with the members of the Learning Team prior to the start of coaching them this school year. These results are shown in Table C-6.

Table C-6
Coach Familiarity with the Learning Team
Percentages

Level of Familiarity	Percentages
Very well – work with them regularly	44.2
Well – I worked with them in the past	35.8
Somewhat – I only knew some of them	13.7
Not very well – I had not met them before we met for the first time	6.3

<u>COACHING SKILLS AND FORMATIVE ASSESSMENT STRATEGIES</u>

Coaches were asked which training programs that they had completed during their tenure as a FAME Coach. Coaches could check multiple responses. These results are shown in Table C-7.

Table C-7
Coach Training Program Completed
Percentages

Training Program	Percentage
Cognitive Coaching© Days 1–4 (Part 1)	90.2
Cognitive Coaching© Days 5–8 (Part 2)	40.2
Calibrating Conversations	14.7
Adaptive Schools Foundation Training	30.3
Facilitating Your FAME Learning Team (Online)	17.8
Muskegon Coaches Training (Muskegon ISD Only)	22.6
None	1.0

Coaches were asked an open-response question (number 8 on the survey) about ways in which they have used the coach training. Coaches were asked about how confident that they felt about their facilitation skills in a number of areas. The results are shown in Table C-8

Table C-8
Coach Confidence in Facilitation Skills
Percentages

Facilitation Skill	Very Unconfident	Unconfident	Confident	Very Confident
Setting an Agenda	2.0	7.1	41.4	49.5
Use of Protocols	1.0	7.1	60.6	31.3
Use of Questioning Strategies	1.0	10.1	69.7	19.2
Know of Available Resources	1.0	17.2	65.7	16.2
Facilitating Conversations	1.0	14.1	57.6	27.3
Providing Feedback	1.0	18.2	62.6	19.2

Planning	1.0	10.3	61.6	30.3
Problem Solving	1.0	10.3	61.9	26.8
Time for LT Reflection	1.0	22.5	54.1	22.5

Coaches were asked about their actual use of the key formative assessment strategies. These responses are shown in Table C-10.

Table C-10
Coach Use of Key Formative Assessment Strategies
Percentages

FA Strategy	Never	Monthly	1-2 Times/ Week	3-4 Times/ Week	Daily	N.A.
Goal setting with students	12.6	41.1	8.4	7.4	7.4	23.2
Using Learning Targets	4.2	3.2	4.2	7.4	60.0	21.1
Activating Student Prior Knowledge	4.3	5.3	12.8	26.6	30.9	20.1
Providing Descriptive Feedback	6.3	9.5	28.4	21.1	1.1	19.0
Facilitating Student Peer Assessment	16.8	32.6	23.2	3.2	1.1	23.2
Helping Students Self-Assess	9.5	22.1	22.1	10.5	14.7	21.1

Coaches were also asked about the usefulness of a variety of resources that they were provided. Their responses are shown in Table C-11.

Table C-11
Usefulness of FAME Resources
Percentages

Resource	Not Helpful	Somewhat Helpful	Very Helpful	Did Not Use
FA Learning Guide	4.2	43.2	42.1	10.5
FAME Resource Website	3.2	47.4	40.0	9.5
One-Day Launch Into Learning	6.4	43.6	40.4	9.6
Cognitive Coaching© Training	1.1	10.5	81.1	7.4
Adaptive Schools Training	0.0	3.7	35.4	61.0
Facilitating Your FAME Team (Online)	0.0	25.6	11.6	62.8

Coaches were asked which three formative assessment features that they spent the most time discussing with their Learning Teams. These results are shown in Table C-13.

Table C-13
Three Formative Assessment Features
Discussed by the Learning Teams
Percentages

FA Features Discussed	Percentages
Planning for the Use of Formative Assessment	36.8
Using Learning Targets with Students	53.7
Gathering Multiple Sources of Student Evidence	10.5
Helping Students to Use Self-Assessment	25.3
Helping Students to Use Peer Assessment	4.2
Asking Students to Use Feedback to Further Learning	11.6
Student Goal Setting	13.7
Activating Prior Knowledge	13.7
Providing Descriptive Feedback to Students	16.8
Using FA Tools (e.g., question out the door)	53.7

Using Student Evidence for Student & Teacher Analyses	16.8
Making Instructional Decisions Based on FA Evidence	31.6
None of the Above	6.3

<u>LEADS</u>

Coaches were asked a couple of questions about their interactions and use of the Leads. Although not a required part of the FAME program, Coach use and interactions with the Leads was strongly encouraged.

Coaches were asked how often they had contacted their Lead. These responses are shown in Table C-15.

Table C-15
Frequency of Coach-Regional Lead Contact
Percentages

Frequency of Contact	Percentage
Once	10.5
Two to Three Times	24.1
Four to Five Times	22.1
Six or More Times	25.3
Never	14.7

D. ANNUAL SURVEY OF ALL FAME LEARNING TEAM MEMBERS

A survey of all Year 1–3 Learning Team members was also administered in the spring. As with the Coaches, many of the same questions were used in comparable surveys of Learning Team members from past years. Key findings are provided below; the complete report and an attachment to it provide a summary of all questions in the survey. Note: the table numbering shown below is identical to the table numbering in the full report in order to facilitate readers to determine questions not shown below.

The first area that respondents were asked was what is their current professional position. These results are shown in Table D-1.

Table D-1
Learning Team Member Current Position
Percentages

Current Position	Percentage
Teacher	94.7
Principal/Assistant Principal	0.7
Department Chair/Instructional Leader	3.3
ISD Administrator	0.7
District Administrator	1.3
Retiree	0.0
Other	4.0

Learning team members were asked about this knowledge of key formative assessment strategies at the start and end of the school year. The information is summarized in Table D-8.

Table D-8
Learning Team Member Knowledge
of Key Formative Assessment Strategies – Start of Year
Percentages

FA Strategy	Not At All	Unsure	Somewhat	Very
Goal setting with students	4.3	15.6	68.1	12.1
Using Learning Targets	2.9	23.6	53.6	20.0
Activating Student Prior	.7	1.4	47.5	50.4

Knowledge				
Providing Descriptive Feedback	2.1	20.0	58.6	19.3
Facilitating Student Peer Assessment	3.6	41.0	50.4	5.0
Helping Students Self-Assess	4.4	21.9	68.6	5.1

Table D-9
Learning Team Member Knowledge
of Key Formative Assessment Strategies – End of Year
Percentages

FA Strategy	Not At All	Unsure	Somewhat	Very
Goal setting with students	2.9	1.4	55.4	40.3
Using Learning Targets	0.7	0.7	25.0	73.6
Activating Student Prior Knowledge	0.7	0.7	28.1	70.5
Providing Descriptive Feedback	2.1	0.7	57.9	39.3
Facilitating Student Peer Assessment	2.1	5.0	66.4	24.3
Helping Students Self-Assess	2.2	2.2	61.2	34.5

Learning Team members were asked about their *use* of formative assessment strategies prior to the start of the school year, as well as by the conclusion of the school year. These results are reported in Tables D-10 and D-11.

Table D-10
Learning Team Member Use of Key Formative Assessment Strategies
Prior to Start of School Year
Percentages

FA Strategy	Never	Monthly	1-2 Times/ Week	3-4 Times/ Week	Daily	N.A.
Goal setting with students	31.9	48.2	12.1	2.1	4.3	1.4
Using Learning Targets	28.6	15.0	16.4	5.7	32.1	2.1
Activating Student Prior Knowledge	2.1	12.9	22.9	24.3	36.4	1.4
Providing Descriptive Feedback	16.4	33.6	25.7	13.6	8.6	2.1
Facilitating Student Peer Assessment	38.1	37.4	15.8	5.0	0.7	2.9
Helping Students Self-Assess	20.6	50.7	15.4	7.4	4.4	1.5

Table D-10
Learning Team Member Use of Key Formative Assessment Strategies
End of School Year
Percentages

FA Strategy	Never	Monthly	1-2 Times/ Week	3-4 Times/ Week	Daily	N.A.
Goal setting with students	6.4	39.7	26.2	12.1	12.8	2.8
Using Learning Targets	2.1	5.0	10.0	9.3	70.7	2.9
Activating Student Prior Knowledge	2.2	3.8	10.8	22.3	58.3	2.9
Providing Descriptive Feedback	4.3	15.0	38.6	25.7	14.3	2.1
Facilitating Student Peer Assessment	12.1	32.1	33.6	13.6	5.7	2.9
Helping Students Self-Assess	5.0	25.9	31.7	17.3	18.00	2.2

Learning Team members were asked about what aspects of their Learning Team that they felt was most beneficial to them. Respondents could check more than one response. These results are shown in Table D-12.

Table D-12
Most Beneficial Aspects of the Learning Team
Percentages

Aspect of Learning Team	Percentages
Planning to use formative assessment in the classroom	64.0
Reflecting on using formative assessment in the classroom	80.2
Problem solving about formative assessment in the classroom	58.8
Sharing your ideas about formative assessment	74.3
Learning about formative assessment tools and strategies	68.4
Developing or finding new formative assessment resources	58.8
I have not seen a benefit from the learning team meetings	2.9
Other	2.1

Finally, Learning Team members were asked what supports they need to be more effective in using formative assessment in their classrooms. Respondents could check more than one response. These results are shown n Table D-13.

Table D-13
Types of Training and Support Needed
to More Effectively Use Formative
Assessment in the Classroom
Percentages

Types of Training/Support Needed	Percentage
More knowledge about formative assessment	31.4
More Learning Team training	23.1
Additional Learning Team meetings	29.1
Individual coaching and modeling of techniques	21.8
Classroom observation protocols for formative assessment	27.8
Classroom practice	51.5
Resources and materials on formative assessment	45.5
Building/district commitment to the initiative	33.6
None	4.5

E. DEVELOPMENT OF A *FORMATIVE ASSESSMENT CLASSROOM ASSESSMENT GUIDE* FOR FAME TEACHER

In prior years, classrooms were recorded and a team from MSU would code the videos indicating formative assessment practice. This year, a different approach was used—teachers were recorded on consecutive days two or more occasions during the school year. Then, a research team member met with the teacher, viewed the recordings, and co-coded them with the teacher using proposed FAME classroom coding rubrics. Our hope was to be able to see significant improvements in teacher use of formative assessment practices.

However, the teachers who volunteered for this study were by and large confident and comfortable with their understanding and practice of the formative assessment process. As such, we did not see much growth attributed to their work with their learning teams. The second finding was the enthusiastic reaction of the teachers when they participated in viewing and coding their classes. We decided to create documents that would allow other teachers to self-assess or have partner peer assess their classroom practice. The focus was shifted to creating a document that would be thorough, meaningful, and user-friendly. By the end of the school

year, a draft *Formative Assessment Self-Reflection Guide* had been created and readied for pilot testing in the 2015-16 school year with other teachers.

F.   CASE STUDIES FEATURING THE IMPLEMENTATION OF THE FAME PROGRAM

SCHOOL, DISTRICT, AND ISD CASE STUDIES
Last year was the first to include the creation of case studies as part of MAC research. The purpose was to obtain a more in-depth look at some of the FAME experiences focusing on a particular aspect of the work.

CASE STUDY 1 (2013-2014) — The purpose was to look in-depth at the relationship between the Lead and his or her coaches, to understand the work of the Leads on a more regular basis. Communication was monitored to examine the dialogue between them and their coaches. Two Leads volunteered for this study. One volunteer (L1) is very representative of almost all of the other Leads in terms of organization and operation. The other volunteer (L2) represents a district that decided to move forward on its own while still maintaining a working relationship with MDE.

CASE STUDY 2 (2014-2015) — The purpose was to examine the communication process between the Lead and coaches who were located over a large geographical region. Over the years, Leads have indicated the ability to communicate and the quality of communication (such a face-to-face meetings) is enhanced when the coaches are in close proximity to them. It has also been apparent this program will not always be able to provide Leads who are in close proximity to the coaches.

CASE STUDY 3 (2014-2015) — The purpose was to examine the initial incorporation of FAME into a school district and the active role-played by the administrator. From the beginning, FAME has recognized the important and vital role played by administrators. In this case study, the administrator is a coach of a learning team, a member of a learning team, and the key catalyst to it becoming a school-wide initiative.

CASE STUDY 4 (2014-2015) — The purpose was to examine the growth of FAME in a school district as initiated by a coach. There are many examples where a coach assumes Lead-like duties and responsibilities within their own school district. In this case study, the coach leads a number of teams while also assisting other coaches in the work with their teams.

THE MUSKEGON STORY — Last year, a case study was written about Muskegon ISD. This district has created a hybrid version of FAME in its relationship with MDE. They have made a district-wide commitment and provide internal training and support for coaches and learning teams. We collected information on how this works and the impact on the district. This year we conducted interviews and wrote an article describing the work in Muskegon. This can be used for publicity and informational purposes. The link to this article is included in the Supplemental Section. Note: Article is in final production.

TEACHER CASE STUDIES
Over the years, part of the research including the taping of classroom teachers, members of FAME learning teams, focusing on their practice of the formative assessment process. The purpose of this project was to determine if teachers are able to show evidence of the use of the formative assessment practices in their classrooms. The following is a listing of the teachers who participated in the study for this year, followed by overviews of the teacher and the observed class. Some have links to support documentation. Once a decision has been made as to where these will be located and how they are accessed, additional links can be added.

TEACHER STUDY 1 (2014-2015)
Grade/Content: Kindergarten/Writing
Number of Observations: 5 times
T1 has been a classroom teacher for 18 years, teaching kindergarten for 15 years, and in FAME for 1 year. The class has 23 kindergarten students, including a large number of students with special needs. The classroom focus on the days of observation was writing. The final product is a persuasive piece.

TEACHER STUDY 2 (2014-2015)
Grade/Content: 2nd Grade/Reading and Writing
Number of Observations: 4 times
T2 has been a classroom teacher for 18 years and in FAME for 2 years. The class of second graders focused on reading and writing.

TEACHER STUDY 3 (2014-2015)
Grade/Content: 6th Grade/English
Number of Observations: 5 times
T3 has been a classroom teacher for 13 years, a first grade teacher in year one, a 6th grade teacher since, and in FAME for 3 years. The class has 29 sixth grade students, including a large number of students with special needs. The classroom focus was language arts.

TEACHER STUDY 4 (2014-2015)
Grade/Content: 7th Grade/Social Studies
Number of Observations: 6 times
T4 has been a classroom teacher for 16 years and in FAME for 3 years. The class has 24 seventh grade students. The classroom focus was on using primary sources and the major themes of social studies to understand ancient civilizations

TEACHER STUDY 5 (2014-2015)
Grade/Content: 7th Grade/Mathematics
Number of Observations: 4 times
T5 has been in education for 10 years, beginning as a classroom. Now is employed as a special education teacher and as a FAME Coach, and in FAME for 4 years. The class has 30 seventh grade students, including a large number of students with special needs. The classroom focus was mathematics.

TEACHER STUDY6 (2014-2015)
Grade/Content: 8th Grade/Social Studies
Number of Observations: 4 times
T6 has been a classroom teacher for 18 years and in FAME for 4 years. The class has 24 eighth grade students. The classroom focus was understanding early United States and the foundations of our government.

TEACHER STUDY 7 (2014-2015)
Grade/Content: 8th Grade/Algebra
Number of Observations: 3 times
T7 has been a classroom teacher for 15 years and in FAME for 1 year. The class has 20 eighth grade students. The classroom focus was working with various types of numbers.

TEACHER STUDY 8 (2014-2015)
Grade/Content: 10th Grade/English Language Arts

Number of Observations: 2 times

T8 has been a classroom teacher for 1 year and in FAME for 1 year. The class has 28 tenth grade students. The classroom focus was reading comprehension and planning for a research project.