

IMPACT OF FORMATIVE ASSESSMENT PROFESSIONAL DEVELOPMENT ON COACHES, LEARNING TEAMS AND STUDENTS

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Overview

- Overview of the FAME Project
- 2010 Research Project
 - Research Questions
 - Key 2010 Findings
- 2011 Research Project
 - Research Questions
 - 2011 Research Methods
 - Initial 2011 Findings



FAME: Formative Assessment for Michigan Educators

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



FAME Past, Present, Future Training & Support

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| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------------------------|---------------|---------------|----------------------------------|--------------------------|
| Coach | 2 Days | 2 Days | 3 Days + Virtual Meetings | Virtual Meetings |
| Learning Team Launch | 2 Days | 2 Days | 1 Day + Resources | 1 Day + Resources |
| Cognitive Coaching® | | | 4 Days | Up to 8 Days |
| Adaptive Schools® | | | | 4 Days |



FAME Project Numbers

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| | 2008 – 2009 | 2009 – 2010 | 2010 – 2011 | | 2011 – 2012 | |
|----------------|-------------|-------------|-------------|----|-------------|-----|
| | | | Y1 | Y2 | Y1 | Y2 |
| Coaches | 35 | 100 | 63 | 32 | 61 | 61* |
| Learning Teams | 23 | 65 | 62 | 32 | 60 | 55 |



*5 Fame Leads and
4 District Support Coaches





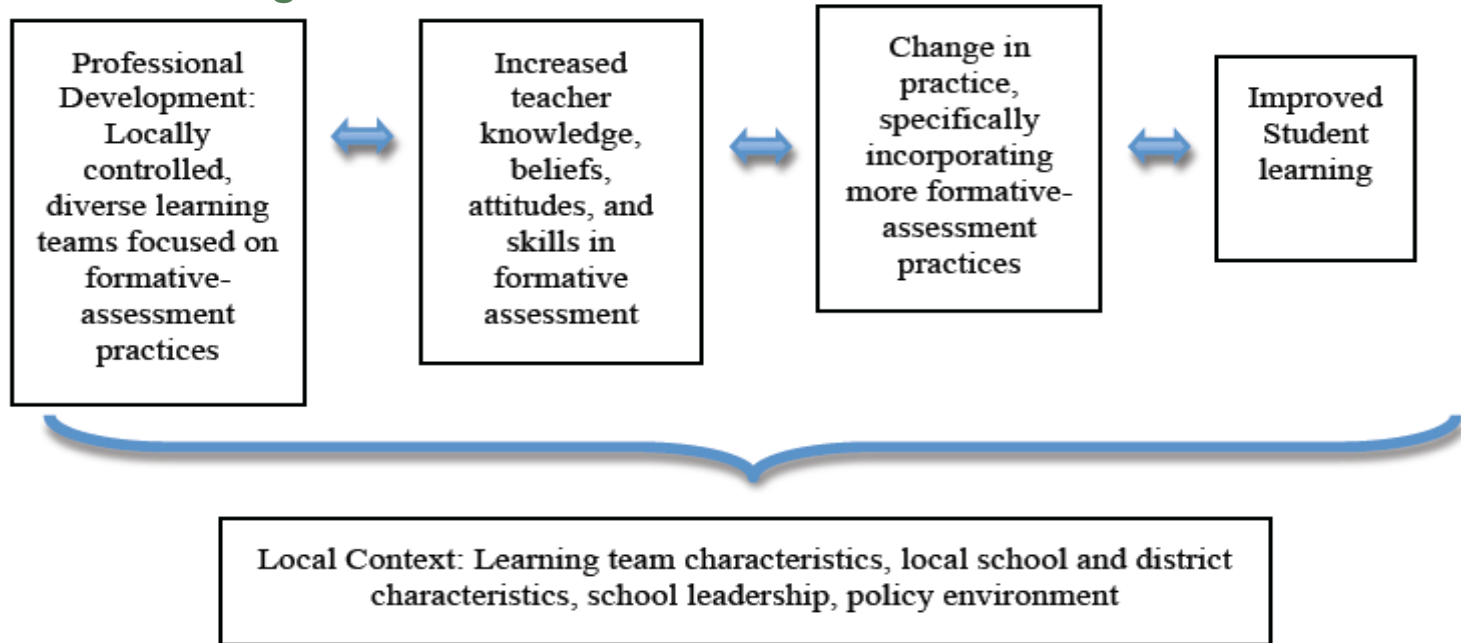
**Formative Assessment
for
Michigan Educators

Coaches & Teams**

As of 2010 - 11

Model for Studying the FAME PD Model

Iterative design-based research



The FAME model draws on Desimone's (2009) model for examining professional development



2010 Research Questions

- 1) How do coaches' and learning team (LT) members' characteristics affect LTs' implementation of formative-assessment practices in the classroom?
- 2) What do coaches and LT's learn in terms of formative-assessment practices over the course of the professional development and through the learning teams?
- 3) What is the perceived impact of FAME PD and LT meetings on teachers' instruction and student learning
- 4) What are the characteristics of the LT meetings?



Data Sources

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- Coach and LT Surveys:
 - Fall Launch (beginning of school year) - Coach N=70; LT N=348
 - Winter (Middle of the School Year) - Coach N=37, LT=150
 - Spring (End of the School Year) – Coach N=34, LT=122
- Video of LT Meetings (10 Learning Teams)
 - Interviews with coaches and learning team members
 - Video of classroom teachers using formative-assessment strategies and tools (1-2 teachers per focal learning team)



Who Are the Coaches?

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- ❑ Coaches have a variety of roles: Teacher (31%); Building Administrator (23%); District Administrator (26%) and ISD Administrator (21%)
- ❑ Many coaches (59%) did not have prior experience facilitating a group of adult learners
- ❑ Coaches reported “some” to “substantial” knowledge about formative-assessment practices (73%)
- ❑ Many (58%) were participating in the project for the first time
- ❑ Motivation to be a coach: To learn more about formative-assessment practices



Impact of Coach's Job

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Teacher

- *“Being a teacher places me on ‘even ground’ with my colleagues....”*
- *“Our LT members mentioned that they felt more involved in the process since it felt teacher-led and teacher-driven”*

Administrator

- *“Being at the ISD, I can reflect and consider experiences across school districts...”*
- *“Being based in the central office, I have had the opportunity to work with teachers from both of our MSs more closely... teachers have greatly appreciated someone from central office working with them very closely, learning with them, etc. and I’ve benefited ...”*

Who Are the Learning Teams?

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- Coaches were fairly familiar with their teams (67%) and learning team members generally knew each other well or very well (96%)
- Learning teams mostly from the same school (37%) or same district – multiple schools (31%)



Who Are our Learning Teams?

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Team Composition

| | |
|-------------------|-----|
| All Elementary | 21% |
| All Middle School | 14% |
| All High School | 16% |
| Multiple Levels | 33% |
| Unknown | 17% |

Administrator Participating?

| | |
|--------|-----|
| Yes | 40% |
| No | 40% |
| Unsure | 20% |

Single Content Focus?

| | |
|--|-----|
| Yes (LA, math, science, SS, art/music) | 17% |
| No | 83% |

Learning Team Activity

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- Teams have met frequently
 - 1-2 times (2%)
 - 3-4 times (17%)
 - 5-6 times (41%)
 - 7 or more times (29%)
- Length of meetings
 - 45 minutes or less (8%)
 - 1-2 hours (24%)
 - 2-3 hours (43%)
 - More than 3 hours (24%)



Focus of Learning Team Meetings

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| F-A Components Discussed by Learning Team | Percent* |
|---|----------|
| Planning | 44% |
| Learning target use | 52% |
| Student evidence | 30% |
| Using self-assessment | 41% |
| Using peer assessment | 20% |
| Goal setting | 23% |
| Providing descriptive feedback | 27% |
| Activating prior knowledge | 33% |
| Formative assessment tools | 49% |
| Student and teacher analysis | 28% |
| Using formative feedback to guide instruction | 28% |
| Instructional decisions | 36% |
| Other | 2% |

*Could choose more than 1



Teacher Assessment Practices

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| Type of Assessment | Fall Survey | Spring Survey |
|--|-------------|---------------|
| Summative Assessment Only | 43% | 11% |
| Formative Assessment Only | 20% | 25% |
| Summative and Formative Assessment | 7% | 61% |
| Other than the Above (e.g., Generic Assessments) | 31% | 3% |



Perceived Effectiveness of the Model

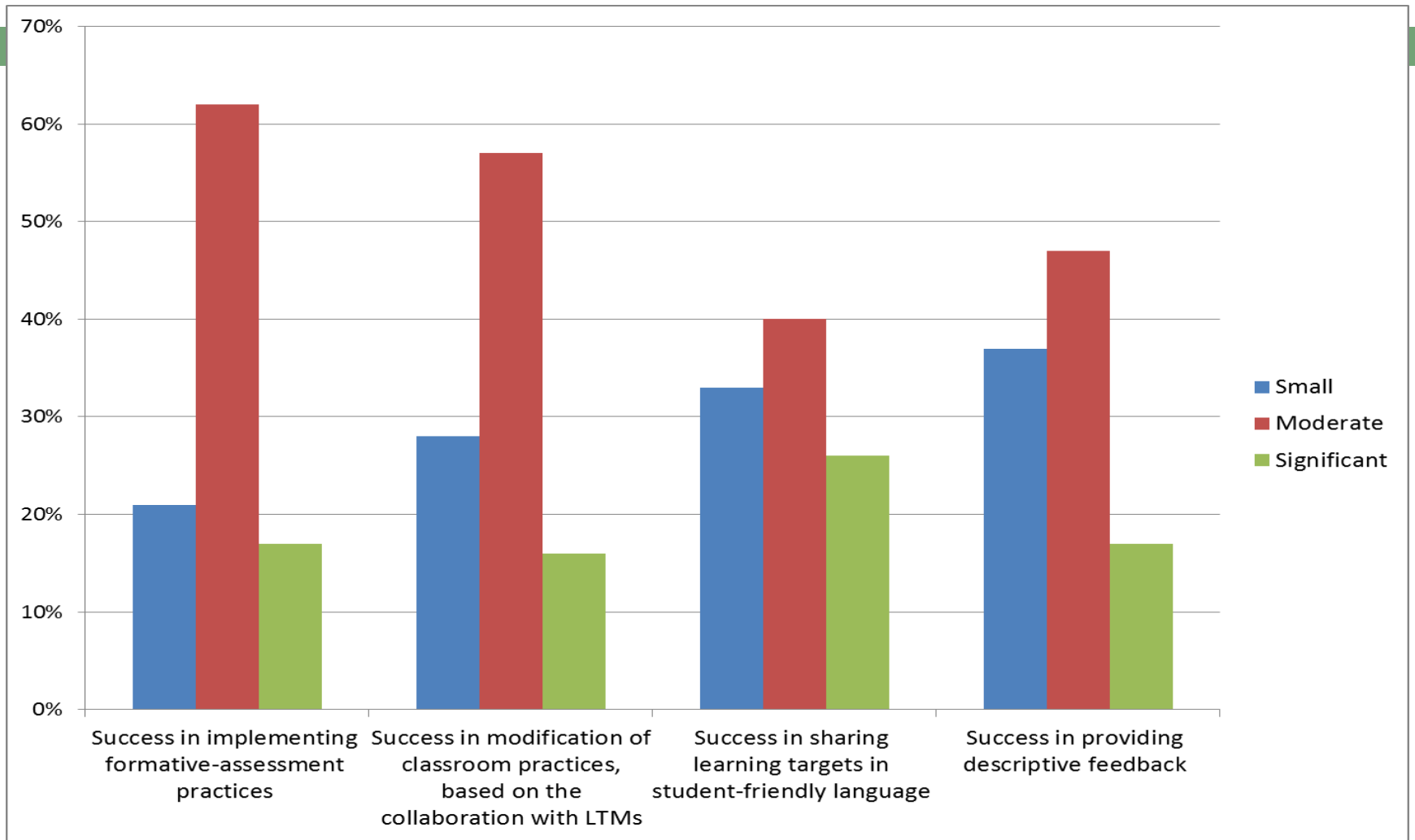
LT Meeting Impacted Instruction?

| | |
|-----|-----|
| Yes | 84% |
| No | 16% |

Effectiveness of Coach-Facilitated LTs to Support Use of Formative-Assessment Practices?

| | |
|------------------|-----|
| Very Effective | 22% |
| Effective | 56% |
| Neutral | 17% |
| Ineffective | 3% |
| Very Ineffective | 2% |

Level of Success in Using F-A Practices



Impact of FAME Model on Teachers

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- *“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.”*



Impact of FAME Model on Teachers

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- *“I plan some sort of formative assessment everyday or every other day. I also make the common assessments for my grade level using the learning targets I have created when lesson planning.”*
- *“Formative assessment is a process where the learner is continually looking at his/her understanding and/or output and assessing for understanding and/or quality.”*
- *“Formative assessment is a process that helps guide the student and teacher with learning. Goal setting, feedback, activating prior knowledge and peer assessment help establish the teacher and student learning. Using formative tools allows the teacher to gauge where students are at and then help scaffold students to the next level-sometimes re-teaching if needed.”*



Teacher Impression of F-A Impact On Students

| Student Response | Percent of Students |
|----------------------------------|---------------------|
| Generally positive | 46% |
| Generally negative | 0% |
| Mixed positive and negative | 9% |
| It is still adjusting/takes time | 10% |
| Improved student work | 13% |
| Compliant | 3% |
| Better feedback use | 3% |
| Better student engagement | 9% |
| Reduced pressure | 1% |
| Improved peer relationships | 1% |
| Improved student reflection | 5% |



Impact of Formative Assessment on Students

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- *“The clearly defined learning targets help them understand and focus on what they are learning. It also helps them to self-assess whether they are on target or not.”*
- *“Students seem to be placing more importance on their during-class learning and like knowing exactly what they expected to learn. I have more and more students wanting to redo assignments to show their knowledge and explain their understanding the best way possible. There have been more one on one interactions and conversations about content between teacher/student and student/student when the descriptive feedback is given on assignments.”*



Video Analysis of Learning Teams

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□ Preliminary Themes

- Teachers' formative-assessment knowledge and practices
- Impact on student knowledge and practice
- Role of coach & learning team members
- Team building and norms
- Feedback & questioning
- Use of resources



Coding of LT Videos

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- Evidence was sought in the following categories:
 - ▣ Activities
 - ▣ Evidence of impact on teacher knowledge or practice of formative assessment
 - ▣ Evidence of impact on student learning or behavior
 - ▣ Role of the coach
 - ▣ Feedback
 - ▣ Use of resources
 - ▣ Organizational strategies for the LT
 - ▣ Use of Cognitive Coaching/LT facilitation
 - ▣ Use of specific formative assessment strategies



Results of Video Coding

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□ Activities

- Outside reading – used to provide the LT with ideas for their individual work and discussions at the LT
- Feeling on the part of some coaches that they needed more materials to keep the LT going:
 - “I feel pressure to find outside resources to keep our group moving in a positive direction. It would have been helpful to have more examples of ... resources.”
- Feeling that MP materials provided were insufficient



Results of Video Coding

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- Examination of Student Work
 - ▣ Several teams brought samples of student work to the LT to examine collectively
 - ▣ This tended to be when a teacher had tried a new tool and wanted to show the impacts of using it – either positive or not so positive
 - ▣ Focus of discussion was mainly on the tool itself, not the question that was asked, student ideas elicited or underlying student thinking (there were exceptions to this)



Results of Video Coding

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- Teacher Knowledge and Practice
 - This is both anecdotal and concrete, documented through teacher videos brought to the LT meetings
 - Discussion tended to focus on
 - Procedural and logistical applications of formative assessment
 - General feeling of change in practice by teachers
 - Teachers goals for what they hoped to accomplish
 - Role of existing constraints and incentives in their schools



Results of Video Coding

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- Teacher Knowledge and Practice
 - General sense of better practice
 - “I definitely feel that I am a better teacher. We’re really saying ‘they didn’t get this, we need to stop.’”
 - “The students realize that the formative assessment stuff they do will help them earn a better grade.”



Results of Video Coding

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- Impact on Students
 - ▣ Often talked about in LT meetings
 - ▣ Impacts sometimes on student learning or achievement
 - ▣ Other times, impact was on student attitudes and behaviors
 - ▣ Sometimes, LT members brought in specific examples of increased student achievement, while other times, it was more general discussion without tangible evidence



Results of Video Coding

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- Focusing on how self-assessment has helped students to “be independent”
- “My kids have done better this time [using learning logs] that they would have done without them”
- One team implemented a student survey on learning targets
 - ▣ Some students liked them
 - ▣ Some students disliked them
 - ▣ Some didn’t care one way or the other



Results of Video Coding

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- Role of the Coach – There were three themes that emerged from the video coding:
 - ▣ Keeping the LT on track – Coaches directly discussion of formative assessment strategies
 - ▣ Asking probing questions – Coaches pushed their LTs to think about specific strategies, tools or examples given by them
 - ▣ Serving as the expert on formative assessment – LTs leaned on the coach for advice for formative assessment



2011 Research Plans

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- Fall and spring surveys of coaches, LTs and students
- Research on volunteer learning teams
 - Quasi-research design
 - 2 schools each at the elementary, MS and HS levels
 - Videotape each meeting of these learning teams
 - Select 2 teachers on each team and videotape them using formative assessment strategies
 - Interview teachers and select students
 - Examine impact of FA on student attitudes, aspirations, and achievement/outcomes



2011 Research to Answer Three Questions

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- “If someone challenged you to demonstrate the impact of the FAME formative-assessment professional development on your instructional practices, what evidence would you provide?”
- “If you were also challenged to show the impact of learning about and use of the FAME formative-assessment practices in your classroom on students’ performance, what evidence would you provide about changes in student academic aspirations, attitudes and achievement?”
- “Are there one or more students who have changed significantly as a result of your use of the FAME formative-assessment practices you learned? If so, how have they changed and what evidence of this change can you provide?”



Student Aspiration, Attitude and Achievement Measures

Potential Impact Measures of Formative-Assessment Practices in the FAME Project

| | State | District/School | Teacher | Students |
|---|--|---|--|--|
| Test Scores | Comparative MEAP Grade 3-8 Growth Scores (Last to This Year) | Comparative Periodic testing – NWEA, Scantron, Renaissance Learning | Comparative Scores on Teacher-Made Pre & Post Tests | |
| | Comparative Scores on MME - Grade 11 | Comparative NRT Scores | Comparative Scores on Common Final Exams | |
| | | Comparative District Test Data - Past Year (e.g., Data Director) | Comparative Scores on Teacher-Made Benchmark Assessments | |
| Other Achievement and Outcome Measures | | Comparative District Test Data - This Year (e.g., Data Director) | Comparative Scores on Teacher-Made Tests | |
| | | | Comparative Grades - End of Year Comparative Change in Grades Over the Year | |
| Attitudes/ Aspirations | | | Teacher Observation | Interview |
| | | | Teacher Efficacy Measures | Comparative Survey |
| | | | Teacher Attitude Surveys | Efficacy Surveys Attitude Surveys |
| Samples of Student Work | | | Comparisons on Common Assignments | Comparative Showcase Portfolios |
| | | | Comparative Change on Repeated Assignments (e.g., free writing assignment) | Comparative Work samples |
| Case Studies | | Select learning teams | Select teachers | Select students who changed in FAME classrooms |



Initial Fall 2011 Survey Results

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- As in 2010, the 2011 coaches and LT members are new to formative-assessment work
- Coaches say they are “somewhat familiar with formative-assessment strategies,” but don’t use them often
- LT members say they are somewhat familiar with formative-assessment strategies, and are more likely to be using them
- Teachers’ most reported goal for 2011: ‘Help students learn to self-assess’



Initial Fall 2011 Survey Results

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| Reasons for Joining a Learning Team | Coaches | LT Members |
|---------------------------------------|---------|------------|
| Invited | 45% | 66% |
| To Learn About Formative Assessment | 79% | 67% |
| To Develop Leadership Abilities | 75% | 36% |
| To Be part of a Community of Learners | 75% | 48% |
| To Contribute Professionally | --- | 51% |



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