

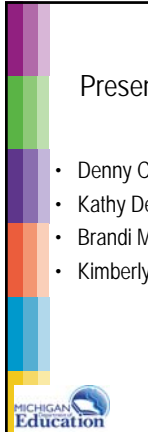


**Michigan's Formative Assessment
Pilot Project**

**Michigan School Testing
Conference**




February 24, 2009
Ann Arbor, MI








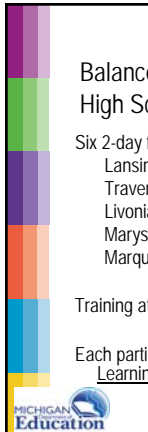
Presenters

- Denny Chandler—Measured Progress
- Kathy Dewsbury-White—Ingham ISD
- Brandi Meredith—Coach, DeWitt Public Schools
- Kimberly Young—Michigan Dept of Education/Ionia ISD

The Journey...

- Where have we gone?
- How was the trip?
- Where are we now?
- What's next?



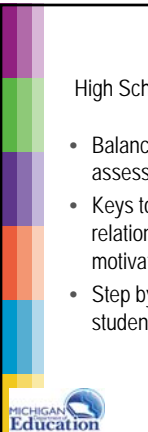
Balanced Assessment Initiative
High Schools OF Purpose: Learning FOR All!

Six 2-day foundational training sessions

- Lansing – May 1 & 2, 2007
- Traverse City – May 3 & 4, 2007
- Livonia (2) – May 22 & 23 and September 12 & 13, 2007
- Marysville – September 25 & 26, 2007
- Marquette – October 22 & 23, 2007



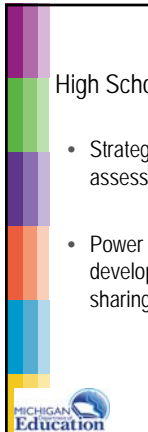
Training at no cost to schools

Each participant received Classroom Assessment for Student Learning text



High Schools OF Purpose Learning Targets

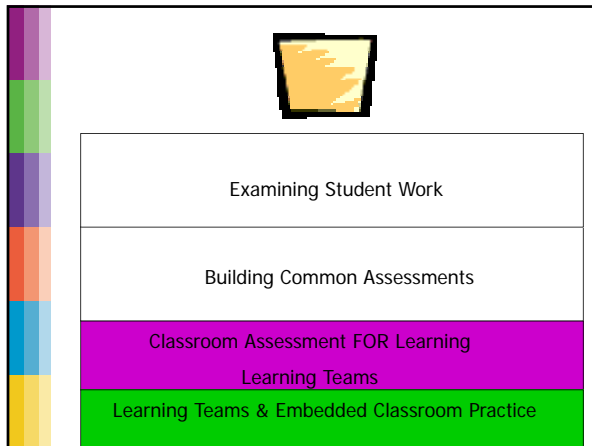
- Balance needed between assessments FOR and assessment OF learning
- Keys to sound classroom assessment and the relationship between assessments and student motivation
- Step by step process for unpacking standards into student friendly formative learning targets

High Schools OF Purpose Learning Targets



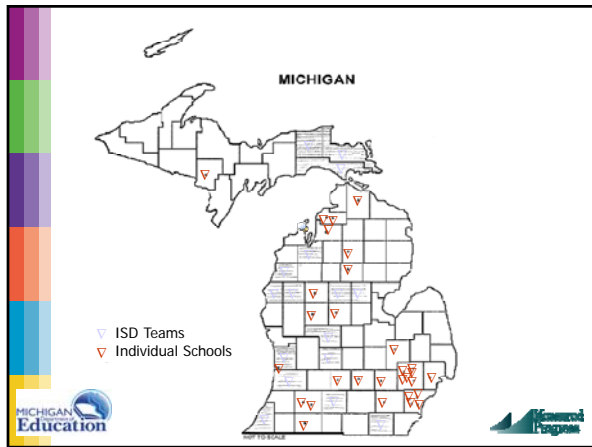
- Strategies for involving students in the ongoing assessment of their own achievement
- Power of learning teams as a professional development strategy for assessment literacy and idea sharing to improve student assessment skills.





High Schools OF Purpose Learning FOR All!

- 75 learning teams
- 500 secondary participants
- ISD, Local, public, private, charter
- Survey of participants



What Did We Learn?

- Many teams continued to function
- Respondents reported using what they learned
- Need for more PD, time, support and to engage more of their
- An emphasis on formative assessment processes
- Professional development into embedded classroom practice?
- How can we scale up effective classroom assessment practices to all Michigan teachers?

Focus for New Cohorts

- Understand Foundational Formative Assessment
- Learning Community in a Formative Culture
- It's Not Formative Unless.....
- Foundational Training: Dec 1 & 2 or Dec 4 & 5
- Training and technical assistance: Measured Progress, Dover, NH
- Studying the process of scaling up of formative assessment literacy via a statewide model – no other state is doing this!






New Cohorts

- Kent
- Macomb
- Ingham
- Montcalm
- Ionia
- Wayne
- Ottawa
- Shiawassee
- Wexford-Missaukee
- Mason-Lake
- Saginaw

30 Coaches

200 Educators

Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.



-W. James Popham, 2008



The Plan—Big Picture

- Creation of a Michigan-specific formative assessment professional development training model
- Model could be evaluated for providing evidence of the impact of professional development on classroom practice
- Informing future professional development directed toward bringing state-wide implementation of effective classroom formative assessment practices



The Strategy—Big Picture

- Evaluating Previous and Current Professional Development
- Developing, Implementing, and Evaluating New Formative Assessment Development for the Balanced Assessment Leadership Group (BALG), for Existing Learning Teams, and for Additional Learning Teams Composed of Michigan Educators
- Planning for Future Professional Development



The Steps

- A core of Michigan educators were invited to become “coaches” for professional learning teams.
- They received training focused on the formation and use of learning teams and the practice of formative assessment in the classroom.
- Coaches selected their learning teams.
- As a learning team, members received training on the practice of formative assessment in the classroom.



Goals of the Coaches and the Learning Team Foundational Training

- Introduction to the Initiative
- Foundational Formative Assessment
- Coaching Learning Teams in a Formative Culture
- It's Not Formative Assessment Unless...
- Your Role at the Learning Team Foundational Training



The Steps Continued

- The learning teams are meeting a minimum of two times a month with their discussions focusing on a “Monthly Theme.”
- The themes explore essentials for implementation of high quality *Formative Assessment Processes*.



It's Not Formative Unless...

- Teachers have a *plan* before they walk into the classroom.
- The 'Learning Targets' are *clear* and *linked* to every part of *The Formative Assessment Process*.
- Feedback *for* Learning is *actionable*.
- Teachers *analyze* student assessment evidence as a way to *revise their instruction*.



Monthly Themes

- January—Feedback for Learning
- February—Self-Assessment
- March—Using Assessment to Adjust Instruction
- April—TBD (based on feedback from Coaches and Learning Teams)
- May—End of Year Celebration



Coaching Learning Teams in a Formative Culture

- Foundational Formative Assessment *linked* to Monthly Themes
- How will foundations help you with monthly themes?
- Formative Assessment Strategies in isolation are good instructional practices*
- Formative Assessment Strategies within TFAP raises student achievement

*©Stabler, in press



Communication

- Website for coaches and learning teams
- Questions/Answers/Discussion
- Webinars
- Site visitations
- Regional discussion groups



Data Collection

The Essential Research Question

- What is the impact of formative assessment professional development on teacher learning and implementation?

Supporting Research Questions



- Does our formative assessment professional development result in teacher learning and change in classroom practice?
- Do formative assessment professional learning communities/teams results in teacher learning and instructional change?
- Does the formative assessment professional development program results in teachers effectively implementing their learning in classrooms?
- Does the classroom practice of formative assessment result in improved student learning?



Data Collection

- General information
- Coaching and/or formative assessment self-assessment
- Foundational training observations
- Foundational training feedback
- Coach, learning team, and classroom practice reflections and journals
- Electronic communication







Impact

Re-visit the Plan and the Strategy



- Use of a Michigan-specific formative assessment professional development training model based on the evidence of the impact of professional development on classroom practice
- Informing future professional development directed toward bringing state-wide implementation of effective classroom formative assessment practices



2009-10 and Beyond

Potential plans for next school year:

- Recruit more coaches
- Recruit more schools (at least 100)
- Provide coach training in-person or electronically
- Provide learning team training in-person or electronically
- Eventually - strive to impact every school in Michigan





Proposal Under Consideration: Assessment Facilitator's Network

Who: a network of individuals in the state from local, intermediate, higher ed. w/responsibility for improving quality of classroom assessment practice

Purpose: to share practitioner knowledge and expertise, to identify needs and pursue solutions.

How: face-to-face, rotating meetings (3 per year) w/electronic connection/capability



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