

A photograph of Zemmer Middle School, a modern brick building with large glass windows and a curved roofline. The building is set against a clear blue sky. In the foreground, there is a paved area and some landscaping. The image is framed by decorative geometric shapes in green and blue on the left and right sides.

# **ZEMMER**

## **Middle School**

**PRESENTATION TO THE LCS SCHOOL BOARD**

**OCTOBER 8, 2025**

# Board Goal 3:

Develop, support, and sustain high-quality collaborative processes that improve teacher performance and student achievement.

Strategy 3.1: Provide professional development and guidance for implementation of effective professional learning communities and collective efficacy.

Benchmark 3.1.A: 100% of teachers will contribute to a professional learning community focused on four questions: What do we want all students to learn or be able to do? How will we know (assess) if students have mastered it? How will we respond to students who have not yet learned? How will we respond to students who have already demonstrated mastery or are ready for more?



# Think Back: A Time You Were An Active Learner





# Formative Assessment for Michigan Educators



- Setting goals for learning
- Engaging in activities that promote understanding and then mastering content
- Eliciting evidence of student understanding
- Giving and receiving timely, descriptive, and actionable feedback
- Planning for future learning

# Components & Elements in Formative Assessment

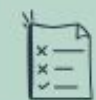
Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

FAME's components and elements are framed by three guiding questions:\*

\*(Sadler, 1989; Hattie and Timperley, 2007; Gotwals et al., forthcoming)



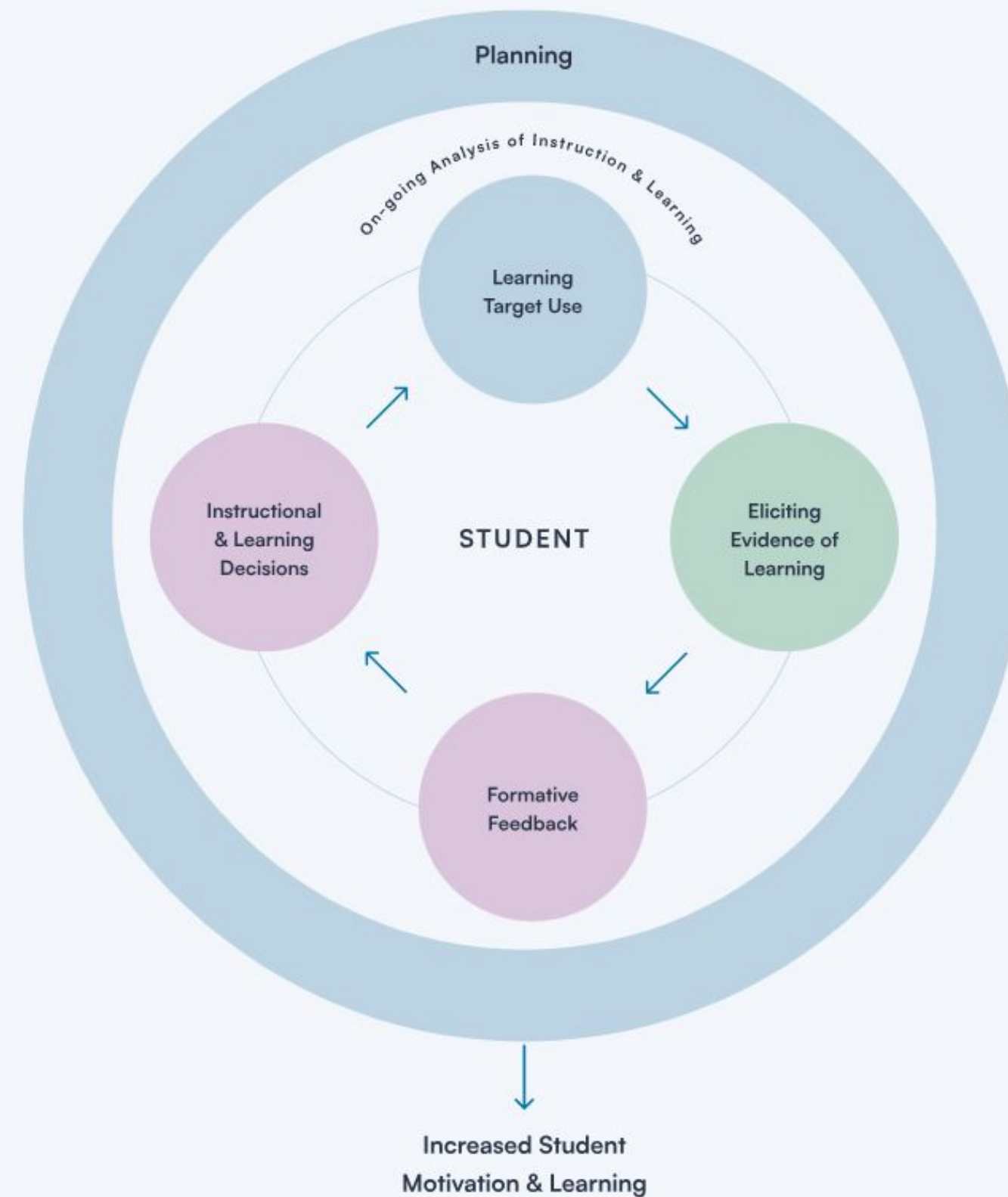
Where Are We Going?



What Does The Student Understand Now?



How Do We Get To The Learning Target?



# FAME at LCS:

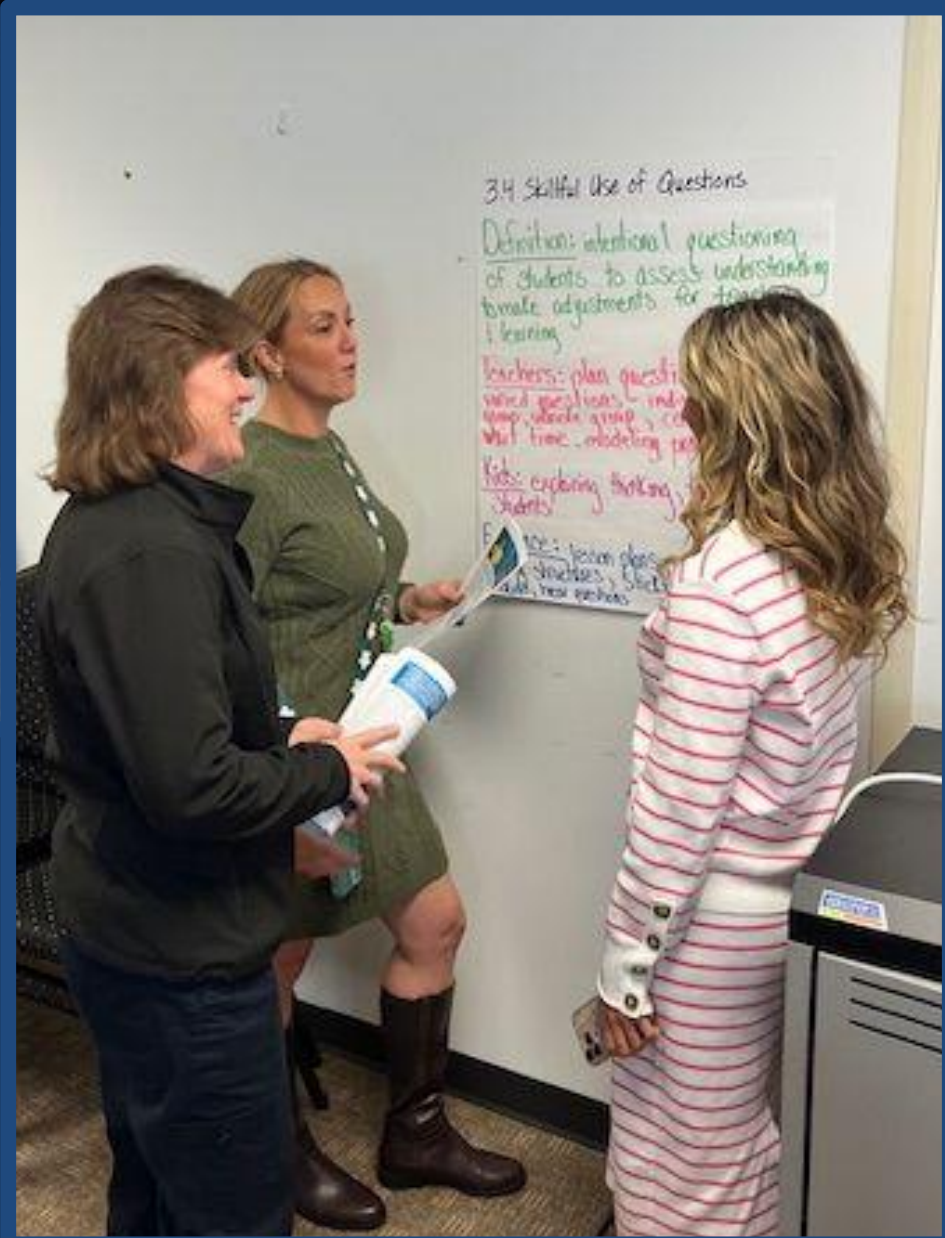
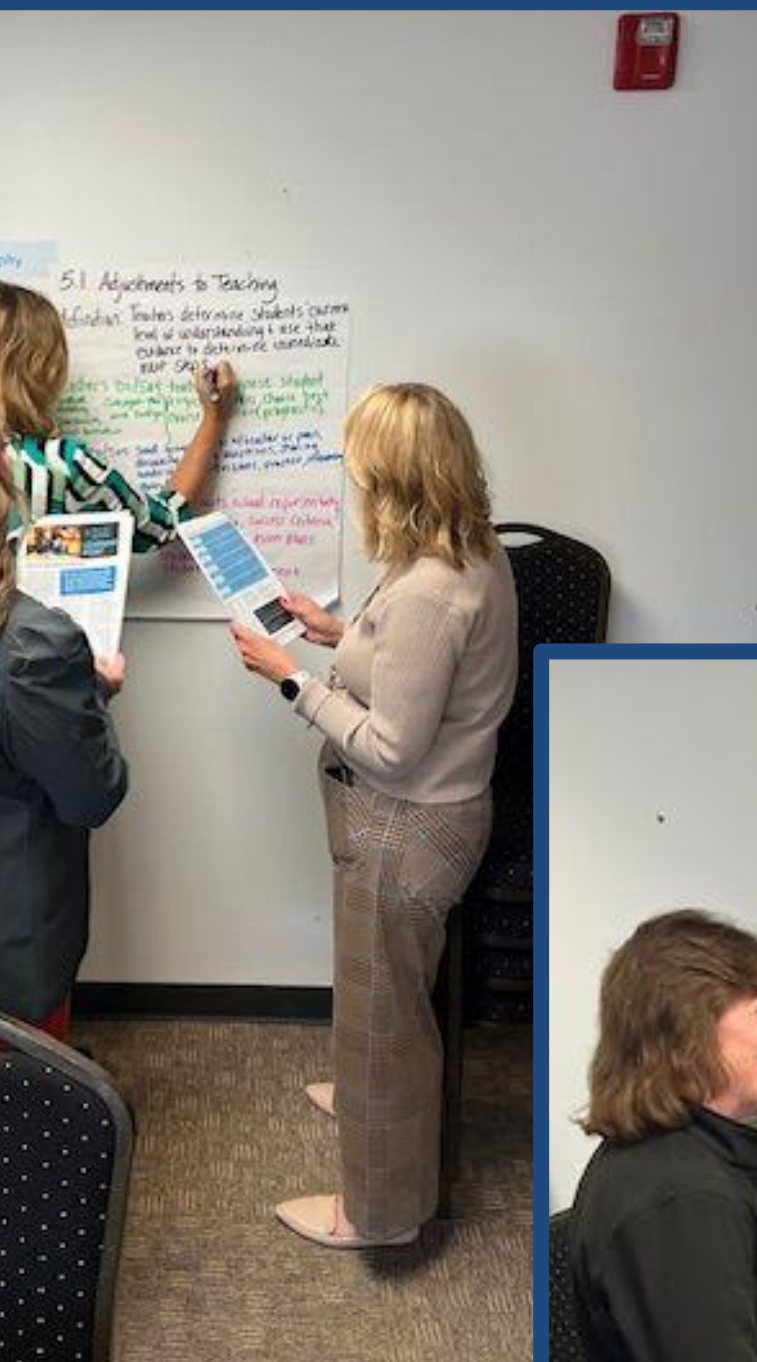
What's already  
happening?

What's coming  
soon?



Already...

- Learning coaches across the district are in their third year of their FAME cohort, studying the components in-depth
- Administrators are joining in the coaches' cohort and getting additional FAME training at K - 12 admin meetings
- All teachers learning about the formative assessment process during August in-service





# Instructional Rounds

- Teachers observing teachers
- Administrators visiting each others' buildings
- Noticing and naming what's already happening
- Choosing a building focus that will drive building-level professional development





# Coming Up This Year...

- District learning coaches completing their 3-year cohort study
- District coaches becoming FAME coaches
- District administrators learning more about the depth behind each component
- Department chairs delving into FAME learning
- Discussion at monthly school improvement meetings
- Building-specific training at February inservice
- Individual and department coaching cycles





# Thank you!

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We're excited to visit again a year from now  
and let you know how it's going!

