

FAMS Project Overview

For detailed information access the FAMS Handbook on the FAMS Blog

FAMS Goals:

The goals for the project expand over time. During Year 1, the goals of the project include 1 and 2 only. During Year 2, the goals expand to include 3.

1. Improve teacher practice so that individuals think and act more formatively, which will allow them to become more effective in their classroom instruction.
2. Enhance students' involvement in their own learning while developing and deepening their knowledge and skills and applying them effectively to school and everyday life.
3. Provide the Ohio Department of Education (ODE) with vetted teacher-developed FAMS strategies and techniques that can be included in the Math and ELA Model Curriculum that will support Ohio teachers as they seek to improve student learning.

FAMS Participants and Participant Responsibilities:

Three cohorts of participating schools were chosen by ODE over a 2 year period. Each cohort of educators (teachers, instructional support staff, and administrators) spends 2 years in the project. Participants in each cohort have a different set of responsibilities each year.

Cohort 1 participates from Summer 2011 through Spring 2013

During their second year in FAMS, participants will:

- Deepen understanding of formative assessment by participating in and using FAMS participant support efforts.
- Engage in a Teacher Inquiry Project using FAMS participant support efforts

Cohorts 2 and 3 participate from Fall 2012 through Spring 2014

During their first year in FAMS, participants will:

- Deepen understanding of formative assessment by participating in and using FAMS participant support efforts.
- Explore and experiment with formative assessment using FAMS participant support efforts to educate students

Professional Development and Other Support Efforts:

FAMS Coaches

- A coach is assigned to each school to lead PD and support teachers

FAMS Blog <http://fams.ohiorc.org>

The FAMS Blog provides the mechanism to:

- Maintain communication lines, share resources, promote sharing of strategies and insights across cohorts and schools.
- To inform users when new items are posted on the blog, there is a FAMS Twitter page, OhioRC_Fams.

Professional Development

- Year 1 focus - Help participants grow in their understanding and effective use of FAMS to improve student learning
 - PD formats include four face-to-face cohort meetings per year, school based Communities of Practice, Battelle for Kids (BFK) Formative Instructional Practices PD Modules, and ORC developed webinars
- Year 2 focus – Help teachers grow in understanding and use of teacher inquiry, the FAMS e-portfolio, FAMS product delivery methods and to develop FA strategies for their teaching
 - PD formats include four face-to-face cohort meetings per year, school based Communities of Practice, and ORC developed webinars

FAMS E-Portfolio Tool (During year 2 of participation)

- The portfolio is an online tool that teachers will use to collect personal reflections, details of instruction and formative assessment experiences, and evidence of formative assessment strategies and student learning to support their Teacher Inquiry Project.

FAMS Product Outcomes:

FAMS Individual Teacher Inquiry Projects (During year 2 of participation)

- Teachers undertake inquiry focused on one or more aspects or specific strategies within the formative assessment process to inform their practice and provide ODE with proven strategies linked to and set in the context of a topic or cluster in Ohio's ELA or Mathematics Model Curriculum.
- **FAMS Multimedia Case Study** (At the conclusion of year 2 of participation)
 - Each teacher will share a portion of his or her TIP project with other educators.

Research (overall program)

- Outside evaluators work with schools, teachers, and students to provide ongoing evaluation of and collect data for the project as a whole (not individual teachers or schools).