

Part C Project Details

2010/0123 (revised)

Project objectives:

1. To extend the understanding and application of formative instructional practices to more secondary schools in Hong Kong in order to enhance student-based learning and learning motivation
2. To train teachers to use and apply formative instructional practices to guide effective instruction decision-makings to better address learning diversity
3. To enhance learning through formative instructional strategies
4. To create a learning network to constantly try and share effective practices assess participants' knowledge and understanding of formative instructional practices and the effectiveness of formative practices in classrooms to transform student learning

Long term impacts:

1. To further promote the formative instructional best practices to more secondary schools and educators in Hong Kong
2. To promote effective formative instructional practices with the goals to help all students to attain higher achievement and accelerate learning progress
3. To prepare principals and teachers to set up small class teaching and integrated education environment to face the population challenges

Needs Assessment and Applicant's Capability

Background:

“When sound assessment for learning practices were implemented, student performed on average 30 percentile points more than places not using the strategies.” (Black and Williams, 1998)

As the launch of New Senior Secondary Academic Structure (hereafter NSS), Secondary schools set out to find new instructional materials, assessment tools, education experts and research-based programs in hopes to achieve the reform outcomes of student-based learning and better cater for learner diversity. However, assessment is still the weakest part in schools, e.g. teachers' capability to provide quality feedback depending on (i) content familiarity; (ii) ability to discern why students are not learning well in particular topics (identifying difficult points in subjects/ KLAS); (iii) how they could be overcome – i.e. pedagogical-content knowledge. The Senior Secondary Curriculum Guide's assessment policy diagram which embraces key concepts of formative/ summative assessment needs to be revisited. In order to ensure a smooth transition, it is necessary to provide teachers with appropriate trainings to help them to adjust “downwards” for those who teach NSS and especially those who used to teach HKAL, and for those used to teach HKCEE to be more confident in planning the 3-year course. Furthermore, part of the problem comes from the “vertical planning” of the school curricula following the implementation of NSS. Some schools have unrealistically raised their expectations of students via setting more demanding assessment tasks beyond the prior knowledge (e.g. new students in S1, students in S4 regarded as S6) of students that have resulted in lots of ‘failures’ in the 1st semester and hence lots of de-motivation in schools. Source: HKEDB Curriculum Development Office Survey, Liberal Studies department April 2010 Report. In summary, using “the right assessments rightly” remains a challenge for many secondary schools. Little evidence exists of intentional, systematic approaches to establish balanced assessment systems that inform educational decision-making. Teachers say they do not feel skilled in designing effective classroom assessments, and they would like to improve (Stiggins & Conklin, 1992). In addition, most teachers say they develop their assessment knowledge and practices on the job (Mertler, 1999; Wise et al. 1991).

Increased attention in recent years focuses on assessment literacy and in particular, the need for teachers to formatively assess student progress. Our fundamental premise is that key among these formative strategies are a related set of vital behaviors. According to Patterson et al (2007), the criteria for determining vital behaviors are three-fold: 1) both teachers and principals benefit from advancing their assessment literacy, 2) there are specific and related behaviors associated with assessment literacy that are highly leveragable and have been shown to positively impact student achievement, and 3) it matters how

these behaviors are taught and supported if teachers are to willingly and successfully sustain and expand upon these skills over time.

Research shows that formative instructional practices can dramatically enhance student learning. When teachers practice high-quality assessment for learning, student progress accelerates. In fact, few education interventions have come close to having the same impact as assessment for learning (Black & William, 1998; OECD, 2005; CCSO, 2006; etc.). One of the most critical times to use assessment is during instruction. This helps teachers affirm student understanding of intended learning targets and reveal student misconceptions, not just label student achievement status. However, substantially altering classroom practice, by changing the instructional interaction between teachers and students, demands strong support.

Thanks to the repeated efforts by EDB and local universities in organizing seminars and workshops to promote assessment for learning, most teachers and principals are now familiar with the concept and theatrical benefits of assessment for learning. The difficulties in implementing, assessment for learning, i.e. formative instructional practices lie not in knowing that it works and leads to overall effectiveness in learning. From the 3 introductory formative instructional practices workshops (with 165 teachers and principals from 65 different primary, secondary and special schools) conducted by IAIE (HK) and Battelle for Kids in May 5, July 16 and Sept 10, participants' reactions shown that most of them lack the 'implementation' skills to perform assessment for learning strategies. As Black and William expressed a key reservation in *Inside the Black Box* "Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice- their classroom lives are too busy and too fragile for this to be possible for all but an outstanding few. What they need is a variety of living examples of implementation, by teachers with whom they can identify with and from whom they can both derive conviction and confidence that they can do better, and see concrete examples of what doing better means in practices. (Black and William 1998)" It is important to provide professional development for teachers which go beyond the conceptual evidences and research benefits of assessment for learning and covers the practical and application aspects of it.

IAIE (HK) has formally established in Hong Kong since 2004. We have recently formed a partnership with Battelle for Kids to use practical formative instructional strategies to further promote teaching and learning among inviting schools. IAIE (HK) has invited our partner Battelle for Kids to conduct formative instructional practices training for Hong Kong educators in July and November 2010 and 2004. They have trained total 36 schools in Hong Kong covering both primary, secondary and special education schools namely Yuen Long Lutheran Secondary School, Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery, QESOSA Tong Kwok Wah Secondary School, CSBS Mrs Aw Boon Haw Secondary School, Ma On Shan Ling Liang Primary School, Lok Sin Tong Primary School, Lok Sin Tong Leung Wong Wai Fung Memorial School, Kai Oi School, Chi Yun School, etc. We have organized and identified appropriate trainers to help teachers to attained better assessment knowledge, changed their assessment practices to guide instruction decision-making, and achieved high student learning motivation and ownership in learning.

To enhance teaching quality, IAIE (HK) will find appropriate training partner which focuses on the pivotal strategies or "vital behaviors" that may matter most and then provide educators with adequate support to understand these strategies and incorporate them into their instructional practices. (Marzano, 2009). According to Patterson et al (2006), the criteria for determining vital behaviors are three-fold. Vital behaviors: 1) lead directly to results; 2) break self-defeating patterns and cause many other positive behaviors to follow; and 3) are often the most difficult to adopt. If, however, one can get people to perform them, many other positive and easier behaviors follow. We have found high degrees of empirical support for the following vital behaviors that are associated with formative assessment practice:

- Communicating a clear vision of the learning objectives to students through a variety of methods.
- Providing timely, useful and descriptive feedback.
- Designing and using sound, aligned assessments that include formative, short-cycle and end-of-course exams in a balanced assessment system.

- Responding to the right type of assessment data in the right way.

The objective is to help educators adopt this set of high-leverage, high-impact formative instructional strategies that can serve to transform their practice and even the paradigm around student learning. To do this, an intensive, embedded, systems-based, practical focused approach to professional development and ongoing support are necessary.

It is important to note that the use of formative assessment practices need not be confined to classroom practice. Erkins (2009) points out that principals should model and support the very formative assessment practices that teachers and students need to employ for achieving the best results. Armed with sufficient training and support, principals find that they can apply formative principles to their own evaluation processes. Further, without sufficient assessment literacy and ongoing implementation support, school leaders cannot adequately support or guide changes in school culture around the use of data and assessment information. Therefore, principals are an integral part of this plan.

Applicant's Capability

IAIE (HK) has been promoting our inviting culture to about 200 Hong Kong schools and successfully transformed many educators' attitudes and practices to enhance teaching and learning. To further substantiate our school network's teaching and learning abilities, we partnered with Battelle for Kids to offer professional development program on formative instructional strategies. Together we trained 10 Hong Kong schools on formative assessment in 2004. Teachers from these schools have actively incorporated the formative assessment practices in their classrooms. They have managed to inform their decision-making in teaching instruction and help catering for their students' learning diversity. "I have learnt how formative assessment practices can help me to increase student motivation and ownership in learning...even since then I have been using these formative assessments to inform my teaching instruction to meet my students' needs", said by a secondary school teacher.

We believe that formative instructional practices can help catering for students' learning diversity in classroom. Not only do formative instructional strategies can promote student learning motivation and academic achievement, these strategies are equally (if not more) powerful tool to also cater for diverse learning diversity and among slow learners. We have carefully invited appropriate partner to share their local expertise and experience in training with teachers from 2 primary schools, 2 secondary schools and 8 special education schools in July 2010. "This workshop should be widely promoted to all of the secondary school teachers all over Hong Kong", said by a secondary school teacher. In November 2010, IAIE (HK) and our partner conducted another series of formative assessment training to another 13 HK schools. Many participants also highly recommend our training "You've already done a great job. You use diversified activities to motivate and enhance the learning effectiveness. Thanks a lot", a comment from our November workshop's participant. On November 18, 2010, IAIE (HK) and our partner conducted a sharing session for all theirs July participants. Many teachers shared about how our training helped them to transform their way to see and conduct assessment and more importantly they shared about how they applied their learnt formative instructional practices in their classrooms. Some of them have also mentioned about the student benefits they witnessed from applying these strategies. For example, a Mathematics panel teacher at a primary school said, "My subject has started to use some formative assessment techniques long from 2006 after attended some workshops conducted by the EDB. We used these formative strategies mainly because we realized some topics are hard to assess student understanding simply from paper-pencil tests. As a result, we developed a learning portfolio for teaching some topical investigations such as direction using some formative techniques. We have always been communicating to students about how marks are given to each assessment aspects such that 40% from project design, 20% from classroom participation, 20% from cooperative learning, 20% from peer assessment and 10% from project completion. But many of them still did not know specifically how marks were given under each aspect. After attending the IAIE (HK) and Battelle for Kids workshop, we learnt about the importance of student-friendly rubrics and how it could help improve student learning motivation. It only took me 1 hour to create a student rubric for this topic and now my students know specifically what elements under each aspect is being assessment and how they can improve. Also now when I asked them to do peer-assessment, they no longer give marks to their peer student randomly e.g.

based on their handwriting or gut feeling but rather they can refer to the criteria listed on the student rubrics when peer assessing and consequently the benefits of self and peer assessment can finally be materialized.”

Apart from sharing sessions, we have leverage our partner’s formative instructional practices online courses to further support teachers to reinforce their learning and go deeper into some formative instructional strategies. The courses have many interactive elements including practical examples from teachers in all background, video clips, reading sharing, question and answer section etc to provide ongoing support for teachers. Our clearly chosen trainers from the US and HK representatives have also developed personal relationship with school representatives from these schools to follow up on their challenges and provide them with possible solutions to overcome implementation challenges.

Favorable resources for implementing the project

IAIE (HK) is a non-profit making organization. Our mission is to enhance life-long learning, cultivate personal and professional growth and satisfaction of educators and allied professionals, promote positive changes in organizations, and enrich the lives of human beings personally and professionally. We promote invitational educations to local educators and foster international relationship building among Mainland China, Singapore and the United States. In the past 6 years, we have about 200 schools in Hong Kong participated in our 1 year IE professional development program and we have regular membership for over 60 schools both in Hong Kong and Mainland China. <http://www.iaie.org.hk/membership.htm>. All IE schools’ teachers and principals are very receptive to change and strike to provide the best learning environments for students. As many of them knew about the power of formative instructional practices, they all highly interested and committed to learn and advance their knowledge and understanding in formative instruction in order to best help their students to succeed under the NSS movement.

We always want the best for our teachers such that we choose our partner carefully as we strike to provide the more up-to-date and relevant knowledge and tools they need to succeed in today’s teaching and learning environment. In the past, we have partnered with numerous individuals and non-profit organizations to provide professional development trainings. Both our alliance and network schools’ representatives have truly enjoyed and benefited from varies workshops and trainings from our partners. We would like to continue to do so in the future.

Fiscal health and organizational longevity: IAIE (HK) is a self sustained organization in Hong Kong and since establishment it has grown by 10 times financially. We have grown progressively and prudently in members, trainers and income. Currently we have 50-60 school members and 10 active trainers and project organizers. Our Executive members and honorable advisors are committed to fiscal policies that, to the degree possible, insure our longevity. Our shared vision is to play a positive role in school improvement on the local, regional, national and international levels indefinitely. While very significant in relation to our mission of improving teaching and learning, this project will not be our largest, and therefore will be easily absorbed into our operations.

Trainers: IAIE (HK) conducts more than 10 training sessions annually for our network schools since its establishment. We have rich experience in conducting local trainings and understanding local teachers and principals needs. Similarly, all our partners have rich experience in Professional Development training and some have long history in Formative Instructional practices training with the US educators demonstrate that we will apply excellent human resources to the project. We always choose to partner with individuals and organizations who share local training experience so that our trainings/ workshops would be highly practical and relevant to the HK education context. IAIE (HK) and our well-constructed partnership will ensure excellent training standard can be localized and delivered maximum value proposition to our targeted educators. Some qualities of our potential partner trainers include:

- Past experience in conducting formative instructional practices workshop for HK educators
- Able to provide practical examples on formative instructional practices

- Strong understanding of local teaching and learning needs
- Knowledge as a distance learning instructor to facilitates the online support post face-to-face training session
- Good track record in conducting formative instructional practices workshops for educators

Other project support services: Virtually all grant-funded work requires strong communications and technology support. Accordingly, we have staffed these service areas with highly skilled and successful professionals. In this project, we will assign a communications specialist/ project coordinator to collaborate with the schools and help produce the necessary communications tools and reports.

Targets and expected number of beneficiaries

The target group will mainly be secondary schools principals and teachers who require support in assessment literacy to excel under the New Senior Secondary Structure.

The expected numbers of beneficiaries through implementing the training sections and ongoing online support in the project are:

- 40 schools' leaders and teachers who participate in the 4-day workshop and 1 year access to a formative instructional practices online learning
- All teachers from these 8 secondary schools will receive an introductory workshop on formative instructional practices and ongoing online support
- 8 secondary schools and their students

Extent of teachers and principals' involvement in the project

Principals

- Contact points for the NSS reform and needs for catering for learning diversity
- Mobilize the school personnel including teachers to participate the project
- Lead and monitor implementation of assessment for learning practices in each individual school

Teachers

- For those who join the face-to-face training sessions, their involvement also involve:
 - To attend training workshops provided by our working group
 - To design and deliver implementation plan on formative instructional practices in their own school with our team supports
 - To become their school leaders in using formative instructional practices
- For other teachers from these schools, they will actively learn about formative instructional practices and begin implementing them in their own classrooms

Implementation plan with timeline

Project period: June 2011- July 2012

1. Recruitment of schools (June 2011)

Target number of trainees is set at 40 in view of the intensive supervision needed. Target schools would be mainly secondary schools where principals and teachers shown interested in using assessment to improve learning. Results from our previous Formative Instructional practices trainings revealed that teachers will benefit from knowing how to differentiate classroom instructions to cater for learning diversity as a result students will benefit from stronger learning motivation and improvement in achievement. Interested schools will be recruited through an introduction seminar on Formative Instructional Practices.

All potential applicants are required to submit written proposal clearly stating their lead teachers in the projects (who will participate in the face-to-face training), whole school implementation plan and any favorable factors supporting their application. These applications will be reviewed by our executive committee members from LAIE (HK) based on the school commitment and expected results from implementation.

2. Recruitment of trainees (June 2011)

Schools principals/ teachers, who have led in their school professional learning team, curriculum development heads and subject heads, will be the first targets for face-to-face professional development program recruitment.

3. Search for appropriate training service provider (June 2011)
Our strength has been searching for appropriate partners to offer the most relevant and practical PD training for our project schools. In light of this project, we will follow the QEF procurement guidelines to invite local institutes and education organizations to offer the listed training to our target schools.
4. Implementation of training program (August 2011- July 2012)
The face-to-face training program will be consisted of three-parts – 1. Workshop, 2. Online courses 3. Webinar, 3. Practicum;

Instruction

Workshop

- a. 4- day leaders' training on formative instructional practices
Target: all 8 schools' trainees (i.e. 40 teachers and principals)
Format: mass face-to-face training workshop
Training hours: 24 hours over a course of 4 days
Date: 2 days in July 2011 and 2 days in November 2011
Details: A 4-day workshop will be designed aimed at teaching the 40 trainees on the core concepts and practical implication of Formative Assessment and the usage of the online courses. Participants will be able to articulate the difference between assessment for learning vs. assessment of learning, understand how assessment for learning leads to higher achievement and progress for ALL students, implement different assessment methods for different learning targets and purposes. Professional Learning Committee will be formed to help implementation of the assessment for learning in their schools.
- b. One day whole school introductory workshop
Target: individual schools' staff for the 8 project schools
Format: visual and face-to-face training; conducted by trainers and teachers' representatives who have attended the 4-day workshop from each school
Training hours: 6 hours for each school
Date: flexible; depends on school schedules; suggested timing November 2011 (after the day 3 & 4 workshop), December 2011, January 2012
Details: Trainers and teachers' representatives from each school will share the session to introduce what Formative Instructional Practices are; how can they apply them into their school context and respective classroom; trainers will also introduce some basic information about Formative Instruction Practices and mainly facilitate and support teachers to disseminate what they have learnt.

Online courses

Target: all 8 schools' trainees (i.e. 40 teachers and principals)
Format: Visual; individual learning
Training hours: varies; suggested 10 hours or above
Date: flexible; August 2011- July 2012
Details: The online formative instructional practices courses will be provided for teachers to learn more in-depth knowledge and examples on the topic. These online courses will teach teachers how to disseminate the knowledge and examples they learnt from the face-to-face training and over the course of the year to teachers from their own schools. Users' work will be stored in an ePortfolio, allowing easy-to-track progress and access to course transcripts and completed projects. In addition, many of these courses shall contain interactive elements like videos, review questions, ePortfolio, log-in

accounts, etc that allow users to gain access, track progress and manage implementation status in each target school.

Support and Consultation

Webinars

Targets: all 8 schools' trainees (i.e. 40 teachers and principals)

Format: Individual webinars

Training hours: two 3 hours sessions per school

Date: flexible; depends on each school representatives schedule; suggested timing would be January and April 2012

Details: 2 Webinars in the course of the year will be conducted. The first Webinar will occur in the middle of the school year to check on each school's implementation progress. The second Webinar will occur towards the end of the project to help trainees plan and organize next steps. These Webinars may also be recorded so that participants can watch and listen when it is convenient.

Practicum

a. Sharing sessions

Target: all 8 schools' teachers; each school can send up to 5 teachers to attend each session

Format: face-to-face update/ sharing sessions

Training hours: Three 3 hours sessions

Date: October 2011, March 2012, June 2012

Details: Teachers from each school will meet together regularly, to discuss the difficulties, solutions from implementing assessment for learning in the classroom. Support and supervision will be provided during the seminar from trainers and after the seminar through conducting webinars (see above). Teachers will be encouraged to share their successful classroom examples/ any innovative ideas they experienced in using the formative practices with other school participants in order to promote inter-school learning.

b. School visit

Target: all 8 schools' trainees (i.e. 40 teachers and principals)

Format: Half day school visit for each school

Training hours: 4 hours per school

Date: flexible, depends on each school representative schedule; suggested timing would be January- May 2012

Details: Trainers will visit each school to check on their classroom implementation progress and give feedback and advice and ensure teachers are using the strategies they learnt.

c. Ongoing support from trainers & sharing of success examples

Target: all 8 schools' teachers

Training hours: 6 hours

Date: August 2011- July 2012

Details: Trainers will connect to each school key coordinator regularly using emails and telephone communication over the 1 year period to check progress and answer any questions they might have throughout the year. Project school success classroom examples will be collected and shared onto our website for public sharing purposes.

5. Experience sharing seminar for all education stakeholders (July 2012)

Target: all education stakeholders

Format: Half day seminar

Training hours: 3 hours

Details: A seminar opens for public will be conducted for school principals, teachers and parents with the objective of promoting understanding assessment for learning and how its help to motivate learning and cater for learning diversity. It also provides a chance for participant schools to share their

own learning experience in implementing assessment for learning and any student benefits created over time.

Timetable and program

Task/ Month	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
<u>General Tasks:</u>														
Invite potential service providers and confirm training provider	X													
Set up online courses accounts		X	X											
Launching online courses			X	X	X	X	X	X	X	X	X	X	X	X
<u>Training programs:</u>														
An Introduction seminar on Formative Instructional practices	X													
Training material preparation		X												
School recruitment	X	X												
Face-to-face training workshop (day1-2 and day3-4)		X				X								
Whole school introductory workshop						X	X	X						
Sharing sessions					X					X			X	
Webinar sessions								X			X			
School visits								X	X	X	X	X		
Public seminar for other schools and education stakeholders													X	

4-day face-to-face Workshop Learning targets:

Day One- Two:

- Articulate the difference between assessment for learning and assessment of learning in the context of a balanced assessment system
- Understand the link between good assessment practices and student motivation
- Become familiar with keys to quality assessment and strategies of assessment for learning
- Learn how to provide students with a clear vision of the intended learning
- Understand the importance of sound assessment design
- Explore how teachers can help students clarify what quality work looks like
- Explore ways to promote student ownership of the assessment process.
- Classroom experience sharing by local trainers

Day Three- Four:

- Ways to provide quality assessment
- Learn how to provide effective feedback
- Continue to explore ways to promote student ownership of the assessment process
- Explore summative practices that engage and motivate students to learn
- Understand the importance of forming professional learning committee to support the implementation
- Usage and management of online courses
- Feel confident putting it all together

Online courses contents and features

Formative Instructional Practices Courses should consist of in-depth knowledge and practical examples for teachers to reinforce their knowledge from the face-to-face workshop and reference from various examples.

The course should provide knowledge of the following elements:

- Overview of Assessment for Learning
- Quality classroom assessment
- Clear Learning Targets
- Sound Assessment Design
- Quality feedback
- Student Ownership
- Actionable Strategies

Courses are required to be grounded in leading experts' assessment for learning principles and provide educators with the necessary information and instructional resources to implement sound assessment practices. Courses will also contain interactive elements and include video commentaries from current and former educators. Review questions will be included at the end of each course along with opportunities for optional extended learning.

Expected deliverables and outcomes

The immediate perceivable outcomes of the project include:

1. Implement more balance assessment in classroom (both summative and formative)
2. Apply formative instructional practices to improve classroom instruction and cater for student learning diversity
3. Develop sound grading practices by critiquing assessment items' merits or demerits
4. Articulates students' role in the assessment system by describing the benefits to them through the learning process
5. Encourage and facilitate parents, teachers, students to develop appropriate views on assessment
6. Upload useful information/ resources on effective practices for public sharing

In the long run, the implementation of the project would achieve the following outcomes:

1. Students will better become independent learners and gain high motivation to learn

2. Enable the formulation of a practical teaching guide to teachers to promote appropriate assessment for different learners
 3. Encourage teachers to set-up inter-school support groups to share resources and experience in using formative assessment in different subjects
-

Budget

	Item	Details	Total
Staffing cost	Project coordinator	Hours: 300 hours from July 2011- July 2012 Costs/ hours: \$100/ hour (including mpf)	30,000
	Subtotal		30,000
General Expenses	Printing and Photocopy		8,000
	Discussion group Consumable		2,000
	Training materials for face-to-face workshop		7,000
	Stationary		2,000
	Travelling & hotel		26,000
	Subtotal		45,000
Services	Instruction fee	Hours: 1. 4-day workshop: $4*6=24$ hours, 2. whole day introductory workshop $8*6=48$ hours; 3. public seminar = 3 hours Total hours = 75 hours Costs per hours: \$500	37,500
	School support	Hours: 1. Two webinars for each school: $2*8*3=48$ hours; 2. Three sharing sessions: $3*3=9$ hours Total hours= 57 Costs per hour= \$500	28,500
	School communication & consultancy services	Hours: 1. School visits = $4*8=32$ hours; 2. telephone/ email communication with school project facilitators = 6 hours Total hours= 38 hours Costs per hour = \$500	19,000
	Online course construction	Hours: 30 hours Costs per hour= \$500	15,000
	Administrative Services Support	Maintenance and IT service support costs for online courses, other admin support & system set-up and maintenance e.g. webinars, international phone calls, update website information	5,000
	Information Communication Technology Service Support	Develop online log-in accounts for 40 teachers and principals; upload developed Formative Instructional Practices courses materials; maintain course materials accessibility	10,000
	Subtotal		115,000
	Grand Total		190,000

Justification of requirements

1. Staff

a. Project coordinator

A project coordinator with at least a year of relevant experience is preferred to oversee the progress at various stages. Tasks to be performed included:

- To contact teachers and principals
- To prepare logistics of group sections
- To coordinate online courses registration
- To arrange workshop sessions
- To prepare training materials
- To arrange logistics for seminars and conferences
- To monitor and update website information

2. General Expenses:

a. Traveling and hotel:

Some international renowned members in formative instructional practices training will need to travel internationally to provide consultations and trainings to different schools. Their experiences in implementing formative assessment strategies in different settings will benefit the trainees to better tailor-made a localized training scheme.

A number of experienced formative instructional practices trainers are needed in the projects. The manpower in our existing team would be insufficient for the effective implementation of the project. To minimize staff cost while maintaining professional standard at the same time, we plan to conduct webinar sessions to track progress and manage implementation status.

3. Services

Online training courses & other supporting costs

The formation of Formative Instructional Practices Online Courses will offer any-time, any-place, any-pace learning. They are designed for teachers to work independently or with a professional learning team. The courses provide opportunities for teachers to practice strategies and discuss questions and agendas. Participants' work will be stored in an ePortfolio, allowing easy-to-track progress and access to course transcripts and completed projects.

The online courses will require significant manpower and resources to maintain in order to ensure all courses can be available to teachers throughout the project year. Many of its functions such as interactive elements like videos, review questions, ePortfolio, log-in accounts, etc would require financial resources to gain access, track progress and manage implementation status for representatives from each target school. In addition, setting up regular webinars and other forms of visual communication e.g. local and international phone calls would be required to best provide on-going consultation and follow-up services to target schools.

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Not applicable for the time being.				

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

Report Submission Schedule

My organization commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/6/2011 - 30/11/2011	31/12/2011	Interim Financial Report 1/6/2011 - 30/11/2011	31/12/2011
Progress Report 1/12/2011 - 31/5/2012	30/6/2012	Interim Financial Report 1/12/2011 - 31/5/2012	30/6/2012
Final Report 1/6/2011 - 31/7/2012	31/10/2012	Final Financial Report 1/6/2012 - 31/7/2012	31/10/2012

Project impact

Evaluation methods and parameters

The success of this project will be evaluated against the targets and impact mentioned in this proposal. Several evaluation methods and parameters will be adopted in this project include:

- a. Survey on students', teachers' and parents' attitude on the impact of formative instruction approach to teaching and learning;
- b. Conduct focus group interviews with 20 4-day workshop participants to gauge the effectiveness of implementing formative instructive practices on student learning motivation;
- c. Compare students SBA performance on different subjects throughout the year across different types of tasks such as problem solving, exploratory work, critical thinking, etc. These parameters would be used to triangulate the correlations between the summative results in school's internal tests and examinations;
- d. Conduct classroom visits and observations to ensure the formative instructional practices are being implemented throughout the year;
- e. Survey the workshop participants' comments and feedbacks on the training effectiveness.

Sustainability of the outcomes of the project

The aim of this project is to cultivate a formative instruction culture where teachers make use of the benefits from formative instructional practices to promote student learning motivation and student performance on a regular basis. We understand that culture and behavior are both hard to change but once they have been developed they are likely to stick for a long time. While we believe with the Invitational Education culture embedded among this group of educators who are open to change and strike to provide the best learning and teaching environment for their students, all experience and benefits (e.g. professional development opportunities, design and develop individual formative instruction practices, effective tools for assessment, etc) from this project will be sustained among these project schools. Given the regular sharing sessions, individual school's effective practices can be shared with and transferred to other project schools. Once other schools see the benefits of implementing formative instructional practices among these project schools, we (HK schools) will be encouraged to implement assessment for learning practices. Thus formative instruction will truly gain momentum in HK and our students can reap the benefits of this movement!

Dissemination/ Publicity methods

We will organize a sharing seminar for school principals, teachers and parents with the objective to promote understanding assessment for learning and how its help to motivate learning and cater for learning diversity. It also provides a chance for participant schools to share their own learning experience in implementing assessment for learning and any student benefits created over time. Also we will upload any useful information on effective practices (e.g. student rubrics, lesson plans, class videos, student-friendly learning targets, etc) onto our website for public sharing purposes.

THE END