1. **What is Keeping Learning on Track® (KLT™)?**

   KLT is professional development focused on building teacher expertise in classroom formative assessment practice in order to maximize student achievement, engagement, and ownership of learning. KLT enables teachers to become more adept at transforming every classroom interaction into an opportunity for differentiation and guides districts in cultivating a supportive peer learning environment to ensure sustained transfer of formative strategies into daily instruction.

2. **What are the components of KLT?**

<table>
<thead>
<tr>
<th>Phase 1: Empowering Teacher Leaders</th>
<th>Phase 2: Ongoing Teacher Learning Communities (TLCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>3 days of workshops</td>
</tr>
<tr>
<td>Led By</td>
<td>NWEA KLT facilitator</td>
</tr>
<tr>
<td>Attendees</td>
<td>Teacher leaders selected to lead local Teacher Learning Communities (TLCs)</td>
</tr>
<tr>
<td>Overview</td>
<td>The workshops enable a core set of educators (selected to become TLC Leaders) to build embedded formative assessment expertise.</td>
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   **Materials provided:**

   - For all participating teachers: two years of curriculum
   - For TLC Leaders: two years of curriculum, presentations, guidance and step-by-step agendas for TLC meetings, and supporting eLearning resources
3. Why is KLT unique?

Often, formative assessment professional development focuses on the “what / content” of formative assessment (specific classroom techniques) but not the “how / process” (a way to learn and sustainably embed those new techniques in daily instruction over time). KLT is unique because it does both. It not only provides an extensive foundation of proven classroom techniques (100+ specific techniques are included in the curriculum), but it lays out a clear, step-by-step roadmap for starting to use those techniques and building collaborative Teacher Learning Communities (TLCs) that enable teachers to support one another as they expand their use of formative assessment practice over time.

4. Is there evidence that the KLT approach is valid and effective?

Dylan Wiliam – a formative assessment thought leader – was the lead researcher in the development of KLT. KLT was designed based on what research studies have determined are the most effective classroom instructional practices to drive student learning and engagement (for examples, see bulleted list below). Dozens of studies over the past 30 years have shown conclusively that the kinds of formative assessment strategies that are incorporated in KLT improve student learning in the classroom. Moreover, research has also shown that ongoing professional development that is embedded into teachers’ daily work is significantly more impactful than one-time learning. For this reason, we have designed the KLT curriculum to be delivered by teachers, for teachers (in TLCs), over a two-year period, with many opportunities for practicing new learning in the classroom in between regularly-scheduled TLC meetings.

- Research has shown that ongoing, collaborative professional development can have a sustained impact on teaching practices (Butler, Novak, Jarvis-Selinger, & Beckingham, 2004; Franke, Carpenter, Levi, & Fennema, 2001). Research on assessment for learning (AFL) supports these findings indicating that teachers can incorporate these ideas into their practice when provided with an introduction to a research-based framework followed by ongoing collaborative professional development (Black, Harrison, Lee, Marshall, & Wiliam, 2003). Additionally, preliminary research on KLT shows promising results (Wylie et al., 2007).
- Research shows that collecting evidence of student understanding enables teachers to plan, evaluate, and adapt their instruction to meet their students’ learning needs (Carpenter, Fennema, Peterson, Chiang, & Loef, 1989; Fuchs, Fuchs, Hamlett, & Stecker, 1991; Jones & Krouse, 1988; Peterson, Carpenter, & Fennema, 1989).
- As teachers begin to implement AFL by identifying and sharing learning expectations, structuring opportunities for students to take ownership of their own learning, and helping students become instructional resources for one another, students will support one another and take responsibility for their own learning (Brookhart, Andolina, Zusa, & Furman, 2004; Fernandes & Fontana, 1996; King, 1992; Mercer, Dawes, Wegerif, & Sams, 2004; Mercer;Wegerif, & Dawes, 1999; McDonald & Boud, 2003; Tell, Bodone, & Addie, 2000; White & Frederiksen, 1998).
- When teachers provide quality feedback, and students act on that feedback, learning improves (Bangert- Drowns, Kulik, Kulik, & Morgan, 1991; Black & Wiliam, 1998; Nyquist, 2003; Ramaprasad, 1983; Sadler, 1989).
• As teachers use evidence of learning to adapt instruction, research shows that student engagement improves as well as their overall achievement (Bergan, Sladeczek, Schwartz, & Smith, 1991; Fuchs et al., 1991; Fuchs & Fuchs; 1986). In addition, studies on peer- and self-assessment show improvements in student learning (Fontana & Fernandes, 1994; Fuchs et al., 2000; Mercer et al., 2004; White & Frederiksen, 1998) as do studies examining the use of provision and feedback (Bangert-Drowns et al., 1991; Elawar & Corno, 1985; Nyquist, 2003).

5. **What are Teacher Learning Communities (TLCs) and how do they fit into the structure of KLT?**

Teacher Learning Communities (TLCs) are at the heart of the KLT model. Within the context of KLT, a TLC is a group of 8-10 teachers who come together regularly (typically monthly) to share classroom formative assessment experiences, learn new formative strategies, and establish an action plan for incorporating them in the classroom. TLCs can be organized in a wide variety of ways, including cross-grade, multi-disciplinary, single grade, or content specific. Watch this video to learn more about TLCs.

6. **What if we are already collaborating in Professional Learning Communities (PLCs)?**

If you are already collaborating in PLCs, the addition of a Teacher Learning Community (TLC) practice is highly beneficial. Often the structured time allocated for PLCs can also be repurposed for TLC activities. The main difference between the two collaborative models is that TLCs are teacher-centric. Meetings are designed to facilitate teachers coming together, becoming accountable to each other, offering help to facilitate and support new practices and exchanging information as new practices are learned, refined, and adopted. Here’s how you can think about PLCs as compared to TLCs:

<table>
<thead>
<tr>
<th>Professional Learning Communities (PLCs)</th>
<th>Teacher Learning Communities (TLCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participants: teachers and other staff (instructional leaders, administrators)</td>
<td>• Participants: teachers only</td>
</tr>
<tr>
<td>• Quality control</td>
<td>• Quality assurance</td>
</tr>
<tr>
<td>• Common assessments</td>
<td>• Highly structured meetings</td>
</tr>
<tr>
<td>• Improvement through better team work and systems</td>
<td>• Improvement through increased teacher capacity</td>
</tr>
<tr>
<td>• Focus on individual outcomes for students</td>
<td>• Focus on teachers’ individual accountability for change</td>
</tr>
<tr>
<td>• Regular meetings focused on data</td>
<td>• Regular meetings focused on teacher practice</td>
</tr>
</tbody>
</table>

7. **Does KLT have to start at the beginning of a school year?**

Starting KLT early in the school year is ideal. It is important that the initial foundational learning occurs at a time that allows TLC groups to establish a rhythm and a supportive environment without any significant lapse. We are happy to discuss what might work best for your district.
8. We are already using MAP (and/or other assessments). How does KLT fit in?

Classroom formative assessment is a critical component of a comprehensive assessment system. KLT can serve as the classroom formative complement to your interim assessment. If you are using MAP® as your interim assessment, you are already formulating a solid understanding of how your students are growing, where they are struggling, and what they are ready to learn next. In between your MAP assessments is where KLT comes in. It helps teachers gather information daily to adjust instruction to meet evolving student needs. By mastering and applying formative instructional practices through KLT, teachers build expertise in collecting in-the-moment information about how students are learning, which allows them to make instructional adjustments and differentiate exactly when students need it most.

9. What kind of support and coaching is available to partners implementing KLT?

- The purchase of KLT includes complimentary access to eLearning for all participating teachers (“Introduction for Formative Assessment” webinars and discussion guides), as well as support materials specifically designed to help TLC leaders set up their implementation with confidence, engage stakeholders, and manage ongoing TLC sessions.
- District teams may also choose to invest in onsite and virtual coaching for TLC leaders, beyond the workshops provided within the KLT package. The purpose of KLT coaching is to support TLC Leaders in successfully leading their TLCs. Activities include action planning with TLC leaders to help them ensure that their regularly scheduled TLC meetings are helping teachers make the most of the learning that KLT offers.

10. How are districts benefitting from KLT?

Watch this video to hear educators who are implementing KLT talk about the impact it is having on their instructional practices. Our district partners have shared that KLT has helped them:

- Increase student achievement
- Improve student participation and peer-to-peer learning
- Enhance teachers’ ability to make immediate instructional adjustments
- Prepare students to master college and career-ready skills
- Create strong, collaborative teacher communities