Outline

Why does innovation fail?

Are there some potential areas of innovation on the horizon?

What are some strategies to promote success?
Top seven reasons educational innovations fail...
1. Lofty goals but poorly specified plan
2. Insufficient stakeholder involvement and support
3. Incompatible with current conditions
4. Lack of resources/capacity
5. Constant change
6. Inattention to scaling
7. Insufficient monitoring and improvement
What’s the outlook for innovation in the future?
What are the ‘wicked problems’ we need to solve?

• How can assessments better inform instructional interventions? (True ‘diagnostic’ assessment)
• How can we build and sustain capacity at scale to improve classroom assessment practices?
• How can we keep large scale summative assessment and high-stakes accountability from sucking all the oxygen out of the air?
• How can we improve monitoring and support, particularly to improve outcomes for traditionally underserved students?
Potential Assessment Innovations?

• **Utility:** Focus on providing more instructionally useful and timely information to inform instruction
  - Assessments supported by a learning progression with close links between curriculum and instruction
  - Systems to support personalized learning paths

• **Capacity:** Focus on investing in classroom assessment literacy skills
  - Innovations in training models (hint: it’s not train the trainer)
  - Growth in customizable open access resources

• **Efficiency:** Focus on “right sizing” state summative testing
  - Grade-band testing
  - Matrix-sampling
Potential Accountability Innovations?

**Coherence:** Focus on providing systems of accountability that are horizontally and vertically coherent
- District and school systems, each customized to address the distinct mission and role
  - Stop treating districts like super schools
  - Recognize differences among schools (e.g. alternative)
- Rethink the role of the SEA

**Reciprocity:** Focus on specifying the conditions and supports required for success
- Address inputs and outcomes
- Build supports and interventions into the theory of action

**Utility:** Focus on providing clear, actionable information and support to a range of stakeholders
- Broaden information
- Continued improvements in accessible and dynamic reporting systems
- Investments in training and support
Strategies to Promote Success

Let’s return to some of the concepts Damian Betebenner and Jeri Thompson introduced in Session 1

DESIGN INNOVATION PROCESS

UNDERSTANDING

- Identify and engage a range of diverse stakeholders
- Identify, prioritize, and communicate needs

HYPOTHESE

- Develop clear action plans
- Engage in root cause analysis

PLAN

- Create a Theory of Action supporting the assessment system design

HYPOTHESE

- Collect and analyze data and user feedback
- Adjust and review process to encourage understanding and awareness of equity

DISCOVER

- Design assessments for user needs
- Administration with a small sample
- Collect data and use it to refine or reframe needs

CREATE

- Prioritize user needs
- Re-design, refine, and revise assessments based on formative evaluation and user feedback
- Repeat with multiple rounds of iterations at multiple levels

ADJUST

- Set up and run the assessment program with pilot groups
- Collect data and evaluate quality of data
- Gather insights needed to redefine or reframe
- Improve user satisfaction
- Repeat to make decisions for large-scale use
- Share the findings broadly

INNOVATION

DESIRABILITY

FEASIBILITY

VIABILITY
Final Thoughts

• *Think of innovation as a verb, not a noun.*
• *It’s unlikely the process is linear, it’s an unpredictable, twisty journey.*
• *First Do No Harm: Interactions and unintended consequences are always a threat*
• *Assessment (alone) is not an intervention. Connections to curriculum and instruction are critical.*
Facilitator: Leslie Keng
Closure – Session 6

Takeaways:

• What are the design challenges under IADA?
• What are the opportunities for innovation in the near future for both assessment and accountability?