Formative Instruction

and the

Quest for the Killer Application

Presented by

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Today's Agenda

- Overview of Eduventures
- Laying the Foundation
- Anatomy of Formative Instruction
- Three Adoption Forces
- Three Key Findings
- The Killer Application
- Conclusion
What is Eduventures?

Eduventures

Membership Programs
- Industry Solutions
  - K12
  - PSS
- Learning Collaborative
  - CPE
  - OHE
  - Enrollment Mgmt
  - Development

Consulting

Conferences
- K12
- S4S
- Summits
- Higher Ed
  - CHE East
  - CHE West
  - TTU

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By the numbers:

- 30: Number of interviews we conducted with district and school administrators
- 12: Number of formative instruction suppliers we interviewed
- 3: Months spent on background research and analysis

Distribution by student enrollment:
- <20,000: 28%
- 20,000 - 39,999: 36%
- 40,000 - 59,999: 28%
- 60,000+: 8%

Distribution by economically disadvantaged:
- 20 to 29: 25%
- 30 to 39: 30%
- 40 to 49: 10%
- 50 to 59: 20%
- 60+: 5%
- <20: 10%
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From Formative Assessment…

A lot of hype… but what does it mean, really?
...To Formative Instruction

Primary Purpose

Formative

Benchmark Assessment

Formative Instruction

Summative

High Stakes Exam

End-of-Unit Test

State/District

Classroom

Primary Level of Application

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A Cycle of Three High-Level Phases

Assessment

Diagnosis

Prescription
An Integrated Process

**Assessment**
- Item Development
- Delivery

**Diagnosis**
- Analysis
- Reporting

**Prescription**
- Instructional Content
- Professional Development

**Technology Systems**
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Forces That Impact Adoption

1. Disconnect between educators’ and suppliers’ perspectives on formative instruction
2. Limited recognition of the full range and potential of formative instruction components
3. Paradoxical relationship between school districts’ curricular investment and formative instruction evaluation criteria

What it all means: 14% of teachers use some form of formative instruction in their classroom on a regular basis.
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Finding No. 1: Purchasing Drivers

- Alignment to standards: 41%
- User-friendliness: 24%
- Implementation costs: 18%
- Reporting options: 10%

% of respondents; multiple responses permitted
Finding No. 2: Biggest Obstacles

- Technology infrastructure: 30%
- Teacher resistance: 21%
- Time-constraints: 18%
- Technical training: 9%
- Lack of clear strategy: 9%
- Professional development: 9%

% of respondents; multiple responses permitted
Finding No. 3: The “Needs Improvement” List

- Diagnostic feedback: 26%
- Linkage of content to assessment: 18%
- Delivery methods: 16%
- Professional development/training: 16%
- Integration of course subjects: 11%
- Automation and online capabilities: 8%

% of respondents; multiple responses permitted
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Five Milestones on the Quest for the Killer Application

1. The building of truly analytical capabilities
2. The development of innovative delivery methods
3. The empowerment of teachers through dynamic professional development
4. Effective integration along curricular and technological lines
5. The rigorous, continuous development and automated distribution of test items
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• NCLB continues to evolve in practical terms
• Reauthorization debates begin in 2007
• The “growth model” may be the most significant modification
• Focus would shift to raising achievement of individual students…
• ...Leading to increased attention on formative instruction
“I have no idea how software companies will create the killer application for formative instruction, but if they can do for education what MP3s did for music, we’ll really have something.”