Prevention to Intervention: Formative Assessment Reimagined

Content provided by Dreambox Learning
Prevention to Intervention: Formative Assessment Reimagined

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Purpose of Webinar

1) The what, why, and how of reimagined formative assessment;

2) The transformational impact of instructional and assessment integration; and

3) The results of monitoring and measuring leading rather than trailing indicators of learning.

The purpose of today’s webinar is to create an awareness, understanding, and application of:
Our desired and expected outcome of today’s webinar for each participant include:

1) The what, why, and how of reimagined formative assessment;

2) The transformational impact of instructional and assessment integration; and

3) The results of monitoring and measuring leading rather than trailing indicators of learning.
Agenda and Format

• Introductions
  – Context, Culture And Convictions

• Instructional And Assessment Integration
  – Engaged, Empowered, And Equipped

• New Breed Of Technology
  – The Frontier

• Interrupt, Disrupt, And Prevent
  – The Failure To Learn Versus Treating Failed Learning

• More than Information
  – Insight to Intelligence

• Prevention to Intervention
  – Theory, Tools, and the Will

• Final Thoughts
  – Sense of Urgency
Introductions

Context, Culture And Convictions

• Current Reality
  – “All means ...”

• Guarded Optimism
  – “Every Student Succeeds Act”

• The Cost of Failure
  – More than Money

• Treatment versus Wellness mindset
Engaged, Empowered, and Equipped

- Formative Assessment Reimagined
  - Resetting our thinking – not separate activities
- Shifting from Theoretical to Practical
  - Getting “SMART”
- Immediacy and quality of feedback
  - Unobtrusive, Consistent, Constant, and Continuous
- Informing Assessing replacing formative assessment
  - Engaged
  - Empowered
  - Equipped
New Breed Of Technology

The Frontier

• Authentic Adaptive
  – Consistent, constant, and unobtrusive
• Intelligent
  – Learns from the learner as the learner is learning
• Personalizes “in” real time
  – Seamless integration of instruction and assessment
• Engages, Equips, and Empowers
  – Educators and Learners
Which Data is of Most Worth?

**Trailing**
- End of Process
- Outcome of instruction
- Fixed
- Reactive
- Treatment

**Leading**
- In process
- During instruction
- Malleable
- Proactive
- Preventative
<table>
<thead>
<tr>
<th><strong>INFORMATIVE ASSESSING</strong></th>
<th><strong>SUMMATIVE ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form</strong></td>
<td><strong>Ongoing process</strong></td>
</tr>
<tr>
<td><strong>Time factor</strong></td>
<td>In the moment: Integrated while learning is taking place; not a one-time event</td>
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<tr>
<td><strong>Frequency</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Not necessarily graded; information is used as feedback for student and teacher</td>
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<td><strong>Student engagement</strong></td>
<td>Active engagement and self-regulation</td>
</tr>
<tr>
<td><strong>Use requirements</strong></td>
<td>Defined targets understood by student Defined criteria understood by student Descriptive vs. evaluative feedback</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Constructive feedback and understanding to inform and adjust instruction</td>
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Quoting John Hattie, Michael Fullan relayed that there is a .17 effect size on student learning when teachers act as facilitators of learning through problem based learning, simulations and gaming, and individualized instruction.

Alternatively, there is a .84 effect size on student learning when teachers serve as activators of learning through offering feedback, accessing thinking, supporting challenging goals, and monitoring learning. It does not take extensive training in statistical analysis to find this research compelling.
New Breed Of Technology

The Frontier - Teacher as “activator” replaces teacher as facilitator.

- Teacher as activator knows how to trigger, "activate", initiate, and proactively provide "in time, in process" learning with each learner;
- Replacing the teach, assess, reteach, assess, remediate process, the teacher as activator asks and responds to "where do I stimulate", "grow" or put my energy, time, and effort specifically, meaningfully, intentionally acting, relevantly, and timely with each learner;
- All made possible and advanced by adaptive, intelligent monitoring and reporting analytics - teacher as activator has moved from a "rear-mirror" view of learning to accessing, monitoring and interpreting leading indicators of learning;
- Is equipped with more than information but insight and intelligence about each learner, can now authentically and transparently take into account the learning style, strengths, and growth opportunity of each learner;
- Simply put, teacher as activator is empowered to differentiate instruction, support, in ways only thought theoretically possible.
Interrupt, Disrupt, And Prevent

Failure To Learn
• The failure to learn is about process.
• The learning process includes the skills, knowledge, and experience a learner possesses, utilizes, or applies in the construction and application of meaning.
• It’s about how a learner makes sense as well as connects prior learning to new learning.

Failed Learning
• Failed learning is the result of the failure to learn.
• As the past tense of the word “failed” connotes, it is after the fact as well as definitive or final.
• When a learner does not construct, apply, or demonstrate meaning in the expected or desired manner, time period, or level the result is failed learning.
Informative assessing, in math or any other subject, is ongoing, and takes patience, training, and support to be well executed and meaningful for both teacher and student.

More than Information

**Information to Insight**

• It’s all about the questions we ask?
  – It’s more than the “what” or the “answer”
  – “What” is information
  – Reveals “right” or “wrong”

• Awareness to Understanding to Action
  – The “how” and “why” reveal “insight”
  – Computation or Conceptual?
  – Procedural or Process?
Prevention to Intervention

Theory, Tools, and the “Will”
Intervention is the wrong concept or construct to address failed learning.
Intervention, *however*, is the right concept or construct to address the failure to learn.
Early identification and aggressive intervention to interrupt or disrupt the mis-formation of a concept, construct, foundational procedural or process skill in real time so as to prevent it from becoming a barrier, obstacle, or deterrent to the intended or desired learning objective.
Tools

New Breed Technology
Informing Assessing
Data/Assessment Literacy
Final Thoughts

**Sense of Urgency**

- The Power of New Breed Technology
- Capacity, Competence, and Confidence
- Engaging, Equipping and Empowering
- Teacher as “Activator”
“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

Dr. Ron Edmonds (1979)
Thank You!
Q&A
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