

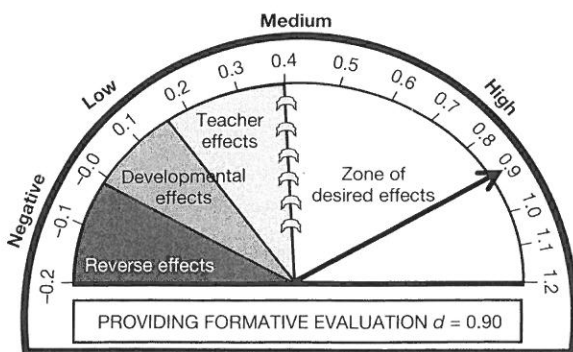
tion was stronger when students were tested on comparatively difficult tests, students for a longer duration. A further on student test performance (Fuchs & meta-analysis also showed that students familiar rather than unfamiliar examiners. ad a strong positive influence on effect performed much better with a familiar ts performed similarly across examiner

DATA  
Team  
Process

**Providing formative evaluation of programs**

A major argument throughout this book is the power of feedback to teachers on what is happening in their classroom so that they can ascertain “How am I going?” in achieving the learning intentions they have set for their students, such that they can then decide “Where to next?” for the students. Formative evaluation provides one such form of feedback. Fuchs and Fuchs (1986) examined the effects of systematic formative evaluation by the teachers and found that this technique increased achievement for students with a mild learning disability ( $d = 0.70$ ). The formative evaluations were effective across student age, treatment duration, frequency of measurement, and special needs status. When teachers were required to use data and evidence based models, effect sizes were higher than when data were evaluated by teacher judgment. In addition, when the data was graphed, effect sizes were higher than when data were simply recorded.

It is this feedback to teachers that assists in explaining why most of the more powerful effects are higher than what has been termed the “typical teacher effects” of  $d = 0.25$  to  $d = 0.40$ . It is the attention to the purposes of innovations, the willingness to seek negative evidence (i.e., seeking evidence on where students are not doing well) to improve the teaching innovation, the keenness to see the effects on all students, and the openness to new experiences that make the difference. Interventions are not “change for change’s sake” as not all interventions are successful. The major message is for teachers to pay attention to the formative effects of their teaching, as it is these attributes of seeking formative evaluation of the effects (intended and unintended) of their programs that makes for excellence in teaching.



KEY	
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	3,835