The Speak Up Research Project is a global initiative of Project Tomorrow (www.tomorrow.org), an internationally recognized nonprofit organization dedicated to the empowerment of student voices in education.

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Who is Project Tomorrow?

Project Tomorrow is the nation’s leading education nonprofit group dedicated to ensuring that today’s K-12 students are well prepared to become tomorrow’s leaders, innovators and engaged citizens of the world. To address this mission, we design and implement landmark research on digital learning, school and community programs promoting innovation in science and math education, and advocacy efforts empowering the voices of K-12 education stakeholders.

What is Speak Up?

Since fall 2003, the Speak Up Research Project for Digital Learning has helped districts and schools include the voices of their students, teachers, administrators and parents in annual and long-term planning. More than 5 million participants have made Speak Up the largest collection of authentic, unfiltered stakeholder input on education, technology, schools of the future, science and math instruction, professional development and career exploration. National-level reports inform policymakers at all levels.

Why participate?

- **Districts and schools:** Speak Up is a free, tested tool to engage students, faculty, parents and community members in key discussions. Annual participation offers new and longitudinal data.

- **Students, Parents, Educators:** Ensure their voices are heard in their schools and in the national dialogue about K-12 science, technology and math education.

Visit [tomorrow.org/speakup/registration.html](http://tomorrow.org/speakup/registration.html) to register your school or district today!

Speak Up will be open for input October 16, 2017 to January 19th, 2018! Registered schools will receive their free data in February 2018.
# Back to School with Educational Technology

## AGENDA

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Speak Up 2016 was made possible through the generous support of Apex Learning, Blackboard Inc., BrainPOP, DreamBox Learning, Qualcomm Wireless Reach, Rosetta Stone Education and Scholastic.

Thank you for your participation in today’s briefing.
Dr. Julie Evans is the CEO of Project Tomorrow (www.tomorrow.org), an internationally recognized education nonprofit organization that focuses on improving learning opportunities for students through the effective use of STEM resources.

Julie has been CEO of this organization since 1999 and during that tenure has created several innovative initiatives to impact education including the heralded Speak Up Research Project which annually collects and reports on the authentic views of 500,000 K-12 students, parents and educators on education issues each year. Dr. Evans serves as the chief researcher on the Speak Up Project as well as leading research efforts on the impact of mobile devices, digital content and blended learning models in both K-12 and higher education. Over the past fourteen years, 5 million K-12 students, teachers and parents have participating in the Speak Up Project representing over 35,000 schools from all 50 states, the District of Columbia and around the world.

Prior to this position, Julie enjoyed a successful career in national and regional sales and marketing management with Unisys and two education technology startups. She is a graduate of Brown University and earned her doctorate in educational leadership from the University of California, San Diego. She serves on several boards and advisory councils including the Project Tomorrow Board of Directors, the FETC Advisory Board, the NCTET Board, and the Reaching At-Promise Students Association (RAPSA) Advisory Board. Dr. Evans is a frequent speaker and writer on K-12 and higher education issues around digital learning. In November 2015, she was named one of the Top 30 Technologists, Transformers and Trailblazers nationwide by the Center for Digital Education.
Tim Atkin
Chief Client Officer

Timothy ("Tim") Atkin is the Chief Client Officer at Blackboard Inc. where he and his leadership team have a unified mission to provide world class service for faculty, students, school administrators and professional learners who have partnered with Blackboard and use our products and solutions. Tim’s team also works to meet the needs of internal clients, Blackboard employees, by providing the right tools and workplace environment to perform as an integrated team.

Blackboard’s Global Client Support Services division includes technical client support, business operations, operational excellence, corporate real estate and security, and IT services.

Tim has over 25 years of senior leadership experience driving organizational excellence across operations, communications and public affairs, service delivery, investor relations and M&A. Prior to joining Blackboard, he served in several leadership roles at SRA International including Executive Vice President, Chief Operating Officer; Chief Administrative Officer; and Chief of Staff. At SRA, he created and led new business areas in Critical Infrastructure Protection and Cybersecurity and was named one of the 100 Most Influential People in Government IT for his role in shaping U.S. cyber-security strategy.

Before SRA, Tim was appointed to the Senior Executive Service (SES) and served as Chief of Staff to the Deputy Secretary of the U.S. Department of Labor. He also worked as a White House Fellow at the National Security Council. Additionally, he served for 12 years in the U.S. Coast Guard including twice as a Commanding Officer and as an Assistant Professor in Management and Economics at the U.S. Coast Guard Academy.

Tim holds a Master of Public Administration from Harvard University’s John F. Kennedy School of Government and a bachelor of Science in Government with High Honors from the U.S. Coast Guard Academy. He currently serves as Board Chair for The Children’s Inn at the National Institutes of Health and as a Board Member for the Gay Men’s Chorus of Washington.
Katie Gallagher has served in a variety of roles focused on K-12 at Blackboard for the past 10 years. She currently serves as the Director of Product Marketing for K-12 Teaching and Learning. She has served as a teacher, instructional designer and lead teacher in K-12 blended, online, and traditional high school programs for eighteen years at Cathedral High School in Indianapolis, the Indiana Online Academy, and the Johns Hopkins University Center for Talent Youth Distance education program. She graduated magna cum laude from the University of Notre Dame with a B.S. in Psychology and earned her M.S. in Educational Technology at Indiana University. Katie was honored with a Golden Apple Award in 2007 by Indianapolis Power & Light for innovative teaching.
Angela Baker oversees Qualcomm® Wireless Reach™, a strategic initiative that brings wireless technology to underserved communities globally. Wireless Reach invests in projects that foster entrepreneurship, aid in public safety, enhance the delivery of health care, enrich teaching and learning and improve environmental sustainability. To date, Wireless Reach has partnered with 650+ organizations in 119 programs in over 40 countries and has reached 11 million beneficiaries.

In her role, Angela directs a global team that manages mobile broadband programs which make innovative uses of Qualcomm technology for social good and provides opportunities to empower individuals across all socioeconomic classes. Angela has a passion for building programs to accelerate women’s ownership of mobile phones, helping to provide life-changing services such as access to health information, education and financial inclusion for women in emerging regions.

Previously, she served as an advisor to Secretary Hillary Clinton in the Office of Innovation at the United States Department of State, where she worked on foreign policy goals connected to the 21st Century Statecraft agenda through bilateral and multilateral engagement with strategic partners on technology and development issues. Specifically, she was part of a team that designed and implemented “Techcamp” – an ongoing program that connects civil society across the globe with new and emerging technology resources to solve real world challenges and build digital capacity - in over 30 countries.

Prior to working in the Obama Administration, Angela worked for an international advocacy firm in Seattle, WA, where she helped to create nongovernmental organizations focused on helping those in need.

Angela has worked in several countries spanning five continents. She has a Master’s Degree in International Conflict Analysis and Resolution from George Mason University and sits on the board of Running Start, an organization that works to bring more young women to politics and leadership roles. She also serves on the Advisory Committee on Public Issues for the Ad Council, working on the nation’s most pressing social issues of the day. She currently serves as a mentor with the Cherie Blair Foundation for Women and she was recently named to the Women’s Forum for the Economy & Society 2016 Rising Talents Program.
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Many thanks to our K-12 Champion Outreach
A Glimpse into Learning Life of a Middle School Student

New Speak Up Data Released from 500,000 Surveys on Student Use of Technology for Learning in and out of School

Washington, DC – Chromebooks, challenging Internet speeds, Google Apps, online language classes, educational gaming and using technology for learning more outside of school – these are all part of the life of a middle school student today, according to new data from Project Tomorrow’s Speak Up Research Project for Digital Learning released today during a Congressional briefing. New data on flipped, blended and virtual learning, and on students’ access to the Internet and to mobile devices in and out of school were also released via new Speak Up infographics.

The Speak Up 2016 data comes from more than 500,000 surveys taken by K-12 students, educators and parents across the country from October 2016 through January 2017. More than 138,000 of those surveys came from students in grades 6 to 8.

“Speak Up research points to the growing value of personalized learning, especially among students. The middle school students we profiled this year told us that technology allows them to learn at their own pace in ways that fit their individual styles, and that they are taking greater ownership of their own learning,” said Dr. Julie Evans, Chief Executive Officer of Project Tomorrow and lead Speak Up researcher.

In school, today’s middle school students are:
- more likely to use a Chromebook (44%) than their own personal device (25%)
- using mobile devices to do self-directed Internet research (81%), email teachers with questions (41%) and collaborate with peers (40%)
- taking online classes; top subject to take online: world languages (57%)
- playing educational games: 34% of girls and 39% of boys say they are playing weekly

Outside of school, they:
- have personal access to a smartphone (77%)
- use the Internet as an all-purpose study guide - 35% go online daily for learning, 69% access the Internet for learning weekly
- use the Internet regularly to self-direct learning - 77% go to websites to learn more about topics that interest them
- use technology more than in school for learning (58%)

Read the blog post, A Day in the Life of Today’s Students, for additional student data.
“As students adopt technology and revise learning expectations, we are seeing a greater acceptance of new learning models by adults as well, and increasing digital expectations among parents,” said Evans. “Students see learning as a 24/7 enterprise, not just something they do in classrooms. Parents and educators are trying to keep up.”

Classroom Models, Personalized Learning and Technology
The Flipped, Blended, Virtual: New Classroom Models, Technology & Personalized Learning infographic released at the briefing concludes that teachers in flipped, blended and virtual classrooms see greater value in digital learning for personalized learning and use technology differently with their students than teachers in traditional classrooms. Findings include:

- More than half of teachers in these new classroom models (53%) agree the use of technology results in students taking greater ownership of their own learning; just 34% of teachers in traditional classrooms agreed.
- More teachers in new classroom models say that as a result of integrating technology within their practice, they are now providing students with more individualized attention, creating more student-centered learning experiences, helping my students become self-directed learners. Just one-third of teachers in traditional classrooms said the same.
- In 2016, most teachers reported they are still in traditional classroom settings (73%).

“The opportunities technology presents to transform learning have yet to be fully explored and implemented in classrooms across the country,” said Evans “Speak Up data continues to show evidence of external indicators of change, but also indicate the lack of real systematic changes in activities, attitudes or aspirations of teachers. Those teaching in new classroom models – flipped, blended and virtual – are pointing the way for how technology can actually change teaching and learning.”

Homework Gap
The How America’s Schools are Addressing the Homework Gap: Speak Up 2016 Findings infographic reports that 17% of students say they do not have internet access outside of school. These are some of the strategies those students use to get access to complete their homework:

- 48% go to school early or stay late (up from 35% in 2015)
- 32% do homework in fast food restaurants or cafes (up from 19% in 2015)
- 30% go to the public library (up from 24% in 2015)

“Speak Up offers the nation, as well as individual schools and districts, the chance to evaluate student access to the Internet for learning, as well as student access to mobile devices,” said Evans. “We continue to see growth in access and adoption, but the number of students and schools still struggling with digital equity should concern everyone.”

- more -
Mobile Learning
The Mobile Learning Snapshot 2017 reports on the types of devices students in Kindergarten through high school have access to for personal use and for learning in school along with how students in grades 6 through 12 are using the devices for learning. The infographic also shares findings from parents, teachers and principals. Some highlights:

- Roughly the same number of high school students now access their own mobile device for learning in class (58% BYOD) as have a school Chromebook (56%).
- Among middle school students: 77% have personal access to a smartphone, 50% to a tablet, 60% to a Chromebook and 11% to a laptop.
- 19% of students in grades 6 through 12 use a school-provided device to access the internet outside of school.
- 71% of parents say it is important for every student to use mobile devices in school.
- 22% of teachers say their students do not have regular access to devices in school.

Each year, the Speak Up project asks K-12 students, parents and educators about the role of technology for learning in and out of school. Since 2003, more than 5 million K-12 students, parents, teachers, librarians, principals, technology leaders, district administrators, communications officers and members of the community have shared their views and ideas through Speak Up.

In fall 2016, Project Tomorrow surveyed 435,510 K-12 students, 38,512 teachers and librarians, 4,592 administrators, 29,670 parents and 5,846 community members representing more than 7,000 public and private schools and 2,400 districts. Schools from urban (26%), suburban (38%), and rural (36%) communities are represented. Just over one-half of the schools (57%) that participated in Speak Up 2016 are Title I eligible schools (an indicator of student population poverty).

About Project Tomorrow & Speak Up
Project Tomorrow is the nation’s leading education nonprofit group dedicated to ensuring that today’s K-12 students are well prepared to become tomorrow’s leaders, innovators and engaged citizens of the world. The Speak Up Project for Digital Learning is a national initiative of Project Tomorrow. Since 2003, the annual Speak Up project has collected and reported on the views of more than 5 million K-12 students, teachers, administrators and parents representing more than 30,000 schools in all 50 states. This represents the largest collection of authentic, unfiltered stakeholder input on education, technology, schools of the future, science and math instruction, professional development and career exploration.

Speak Up is supported by many of our nation’s most innovative companies, foundations and nonprofit organizations including Apex Learning, Blackboard, BrainPOP, DreamBox Learning, Qualcomm® WirelessReach™, Rosetta Stone Education and Scholastic.

###
Trends in Digital Learning:
Building teachers’ capacity and competency to create new learning experiences for students

“Whole system success requires the commitment that comes from intrinsic motivation and improved technical competencies of groups of educators working together purposefully and relentlessly.”

Michael Fullan, Author, Speaker, Education Consultant

Introduction:

Education leaders are facing increased demands to not only ensure that today’s students are well prepared for college and career, but to prove that their teachers have the capacity, technical competencies and willingness to address these high expectations on an ongoing basis. Parents are at the forefront of this new demand equation. Like many employers and policymakers, parents are concerned about the readiness of students to be successful beyond high school graduation. These new expectations are putting increased pressure and a new sense of urgency on principals and district administrators to think differently about teacher preparation and professional learning; in reality, to think differently about the human capacity building aspect of their education enterprise. Beyond public announcements about plans for 1:1 computing, blended learning, virtual classes, maker spaces or any of the current digital learning initiatives in vogue, education leaders are realizing that the sustainable success of these transformative initiatives is dependent upon the leadership of the teacher in the classroom. This realization is not new, but rather the stakes are higher today due to the amplified spotlight on demonstrating educational outcomes. Within this highly charged environment, the use of digital tools, content and resources holds both the promise to be an efficient and effective modality to elevate the competencies of teachers and to provide evidence and indicators of the value that technology can bring to student outcomes and college and career preparation.

New findings from the Speak Up Research Project on Digital Learning provide a unique lens for examining the current state of teacher capacity for transforming education using digital tools, and identifying promising new practices that can serve as guideposts for this journey. With this year’s digital learning trends report, we focus on the readiness of teachers to use digital tools to transform teaching and learning. Using various Speak Up data points, we examine not only where teachers are on this journey today, but also what they say they need to be more effective with instructional technology, especially as it relates to preparing today’s students for tomorrow. To provide additional context to this discussion, this year’s report includes thought provoking insights from administrators who are on the front lines with these challenges today.
Key findings from this year’s digital learning trends report:

1. Two-thirds of parents in all types of communities (urban, rural and suburban) say that the effective use of technology within the classroom provides a significant way for their child to develop college and career ready skills.

2. Technology leaders (67%) say that the greatest challenge they face in implementing digital learning or expanding technology use is motivating teachers to change their traditional instructional practices to use technology more meaningfully with students.

3. Teachers in blended learning classrooms are setting a new bar for transforming learning using technology. For example, 68% report that with the use of technology in their classroom they are better able to differentiate instruction for their students.

4. Teachers who have experienced online and blended classes for their own professional learning demonstrate advanced uses of technology with their own students, have stronger valuations on the role of technology within learning, and higher aspirations for leveraging technology to support transformed learning environments.

5. Teachers identified five essential elements that they need to effectively and efficiently integrate digital content, tools and resources into daily instruction in their classroom: planning time, access to technology in the classroom, technology support, professional development and consistent, high quality Internet connectivity.

Each year since 2003, Project Tomorrow, a global education nonprofit organization, facilitates the annual Speak Up Research Project on Digital Learning. A key aspect of the research project is to track the growth in student, educator, and parent interest in digital learning, as well as how our nation’s schools and districts are addressing that interest with innovative learning experiences in and out of the classroom. Since 2007, Project Tomorrow has collaborated with Blackboard to create a series of annual reports that focus on the year-to-year trends in the use of digital learning tools to change the classroom-learning paradigm through an in-depth analysis of the latest Speak Up data findings. In this report, we will examine the trends from our analysis of the Speak Up data collected in fall 2016. More than 514,000 K-12 students, parents, educators, and community members participated in Speak Up 2016. While the perspectives of several stakeholder groups are included in this year’s trends report, this report is not meant to be the consummate word on how to build teachers’ readiness to use digital tools effectively to enhance learning environments. Rather, we recommend that the findings in this report and the questions we pose in the ending be used as discussion starters to stimulate new ideas on how to best leverage a school district’s most powerful asset, their teachers, to ensure that today’s students are well-prepared with the right skills and experiences to succeed.
What are the new demands facing education systems?

Parental perceptions and views on the quality of education, both within their local schools and as supported by national policies, is driving new demands on education systems to both reform and transform students’ classroom learning experiences. As an example, when asked if they had any worries about their child’s future, 56% of parents of school-aged children noted that they are concerned about their child not learning the right skills in school to be successful in a future job or in college. Parents have a legitimate reason to voice that concern. As reported in April 2016, only 37% of high school seniors in the United States are ready to tackle college level reading and only 25% can handle college level math in the recent National Assessment of Educational Progress (NAEP) assessments. Various employer and college groups are also sounding the alarm about the lack of readiness of students to be successful with advanced course work or have the right skills for today’s jobs. The National Association of Colleges and Employers recently identified the skills desired by employers in their 2016 job outlook survey. Topping the list was teamwork and collaboration skills, problem solving prowess, effective communications, leadership capabilities, and technology use. While the skills list is familiar and echoes what parents say are the skills their child should be learning in school (Table 1), the challenge for school and district leaders is how to infuse effectively and efficiently skill development activities within the traditional academic content areas. District administrators’ long-standing prioritization on the academic content areas makes sense; those content areas, not the college and career ready skills are the basis for standardized testing and thus, school performance rankings.

TABLE 1:
BEYOND ACADEMICS, WHAT COLLEGE AND WORKPLACE SKILLS ARE IMPORTANT FOR YOUR CHILD TO LEARN TO BE SUCCESSFUL IN THE FUTURE?

<table>
<thead>
<tr>
<th>College and workplace skills</th>
<th>Parents of children in grades K-5</th>
<th>Parents of children in grades 6-8</th>
<th>Parents of children in grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking and problem solving</td>
<td>85%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Ability to work with diverse groups of people</td>
<td>76%</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>Creativity</td>
<td>76%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Teamwork and collaboration</td>
<td>75%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>Leadership</td>
<td>71%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>Technology use</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Communications</td>
<td>66%</td>
<td>68%</td>
<td>68%</td>
</tr>
</tbody>
</table>

© Project Tomorrow 2017
Two-thirds of parents in all types of communities (urban, rural and suburban) say that the effective use of technology within the classroom provides a significant way for their child to develop these important skills.

School district administrators agree with parents on this point. They also highly endorse the idea that the effective use of technology within the classroom holds great promise in bridging the gap between academic content and workplace skill development (78% of district administrators). Their support for linking technology use and skill development however is tempered by the reality of their teachers’ readiness or lack thereof to make that connection. A majority of school principals (51%) and technology leaders (67%) say that the greatest challenge they face in implementing digital learning or expanding technology use is motivating teachers to change their traditional instructional practices to use technology more meaningfully with students.

Administrators report that they face a “willingness challenge” with their teachers. This willingness challenge does not refute the need for teacher training on how to use technology effectively, but rather it focuses on teachers’ personal beliefs and motivations to change their instructional practices. As a case point, one-third of principals state that a major obstacle to expanding blended learning in their school is finding teachers willing to try it. In realization of this challenge, more central office administrators are incorporating teacher feedback into their evaluations of the efficacy of new digital initiatives such as mobile or blended learning to understand pain points or areas in which they need to provide more support. Increasingly, administrators are also recognizing that evidence of student achievement improvements or even enhanced student engagement in learning is no longer sufficient to sustain new investments or efforts with technology in the classroom. Beyond technical competencies, we also need teachers to possess an intrinsic motivation, as Michael Fullan calls it, to see beyond what the digital tool does, and to reflect upon and value how the integration of that digital tool improves the learning experience for their students. This is especially valuable when evaluating the connection between digital learning and the students’ development of the college and workplace skills so valued by parents and employers.

Are our nation’s teachers ready to address these new expectations?

Teacher readiness to use digital tools, content and resources in the classroom encompasses three key factors:

1. Do teachers have the skills to use the technology effectively?
2. Are teachers willing to change their practices to integrate the digital resources?
3. Do teachers have the right attitudes or valuations on digital learning to sustain the changes in practice?

The Speak Up findings from over 37,000 teachers nationwide in fall 2016 provides an optimum vehicle for assessing teacher readiness. For this year’s trends report, we examined three aspects of teachers’ usage and valuation on technology to understand teacher readiness.

Teachers’ use of technology to support student learning

Many recent studies including from Project Tomorrow report that teachers are using more digital content than ever before. For example, the number of teachers who report using online videos within instruction has increased 39% over the past three years. Teachers using online curriculum has increased from 22% in 2013 to 36% in 2016. And following other well reported trends, teachers have embraced classroom cloud based tools such as the G Suite for Education and Office 365 to a much greater degree than in the past years. Similarly, teachers have transferred digital productivity practices they use in their personal lives into their school lives. Two-thirds of teachers say that they now regularly text with colleagues to support school and classroom activities.
Closer examination however of the types of digital activities undertaken by teachers, especially in support of new student learning environments, reveals that the adoption rate for more transformative activities may still be in the emergent phase. Many school districts have adopted the Substitution Augmentation Modification Redefinition (SAMR) Model to assess teacher progress in integrating technology within learning. The four levels within the model used in collaboration with the Speak Up research results provide a valuable lens for assessing teacher readiness nationwide. Table 2 illustrates that the majority of teachers are still in the Substitution or Augmentation modes, with less than one-third of teachers reporting activities that would qualify for the Modification or Redefinition levels that require significant changes in instructional practices.

In many districts, librarians and media specialists are working closely with teachers on the adoption of digital content within instruction, providing them with a front row perspective on teachers’ readiness. While 59% of teachers indicated that they want to use digital resources that they can modify to meet their own classroom needs, librarians report that 62% of their teachers are using digital content just as it is, without modifying it to meet particular classroom needs. Like administrators, librarians report that their most significant challenge is helping teachers move from sporadic to sustained usage of digital tools, content and resources within their classroom. The research reveals that teachers’ mindset about the sustained usage and seamless integration of technology within learning is often intertwined with their personal perceptions of the value of digital learning.

**TABLE 2:**

| HOW TEACHERS ARE USING TECHNOLOGY TO SUPPORT PROFESSIONAL TASKS IN THE CLASSROOM |
| --- | --- |
| Activities that demonstrate external adoption of technology but does not result in significant changes in classroom practices (Substitution or augmentation type activities) | Activities that demonstrate internal adaptation of technology that results in significant changes in classroom practices (Modification or redefinition type activities) |
| Learn how to do something by watching a video (66%) | Use of online curriculum with my students (33%) |
| Text with colleagues (63%) or parents of students (45%) | Use of digital tools to create student investigations (30%) |
| Use G Suite for Education (66%) or Microsoft Office 365 (61%) in my classroom | Create videos of lessons or labs to share with my students (18%) |
| Review digital reports of student achievement data to inform instruction (58%) | Maintain a class blog or discussion board for students to share ideas (14%) |
| Read books or articles on a tablet or digital reader (52%) | Leverage Twitter as an informal, self-directed form of professional learning (13%) |

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Teachers’ valuation of the impact of technology on students’ skill development

While teachers and administrators agree that the effective use of instructional technology is important for students’ future success, teachers continue to lag behind both school site and district level administrators in rating that usage as extremely important as illustrated in Figure A. As noted in the figure, only 43% of teachers agreed that the use of technology was extremely important, compared to 60% of school principals and 71% of district administrators.

Underscoring the connection between using technology to transform learning and the valuation on its importance to students’ future success, teachers who have implemented blended or flipped learning, or are teaching in a fully online, virtual environment are more likely to say that technology use is “extremely important.” Over 50% of teachers in blended or flipped classroom and 67% of teachers in virtual environments rated effective instructional technology use as extremely important for student success.

In new classroom models (such as blended, flipped and virtual), teaching and learning is a fundamentally different practice because of the use of technology. It therefore follows that these teachers are more likely to have different perspectives or viewpoints on the impact of technology than teachers in more traditional classroom settings or teachers who are still at the substitution or augmentation levels in the SAMR model. The differences are evident both in how the teachers discuss the impact of technology on their practice, and the impact of technology on their students’ learning experience and skill development (Figure B and C).

Whereas many districts identify increased student engagement as a singular or primary indicator of effective technology use, the results from the Speak Up research may stimulate new discussions around that conventional wisdom. Within the ranks of traditional classroom

“With Blackboard Classroom, we have data for making data-driven decisions. It gives us actionable data to make the program better. We’re using that data to keep refining and improving educational opportunities for students across Montana.”

Mike Agostinelli, Montana Digital Academy Instructional Program Director
teachers, 49% said that a result of using technology in their classroom, their students were more motivated to learn. Similarly, 49% of blended learning and flipped learning teachers said the same thing. The difference is that for the traditional teachers, the student motivation metric was their number one named outcome; for the blended and flipped learning teachers, that outcome was number four on their list. Teachers on the forefront of leveraging technology effectively to personalize and differentiate learning such as with new classroom models are more perceptive about the many benefits and outcomes of digital learning beyond just student engagement. The students’ assessment of the value of technology follows a pattern similar to views of the teachers who are using technology to transform teaching and learning. Among students, only 36% of high school students and 47% of middle school students credited increased interest in learning as a primary outcome of using technology within learning. Middle school students in particular see digital learning as serving two central purposes: to help develop highly valued college and career ready skills and transforming their learning experience so that it fits the way they learn. Table 3 illustrates the twin ways that students value technology for learning.

As schools and districts evaluate new ways to use technology to transform teaching and learning, the student perspective on the value of digital learning can illuminate new ways of measuring outcomes and evaluating efficacy. Additionally, the student point of view can provide a roadmap for teachers to think not only about the ways they are using technology with their students, but also how they are leveraging these tools to support their own professional learning.

### Table 3:
MIDDLE SCHOOL STUDENTS’ VIEWS ON THE OUTCOMES OF USING TECHNOLOGY WITHIN INSTRUCTION

<table>
<thead>
<tr>
<th>Changing the Learning Environment: % of students in grades 6-8 who agree</th>
<th>Developing College and Career Ready Skills: % of students in grades 6-8 who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am learning at my own pace 59%</td>
<td>I am developing creativity skills 56%</td>
</tr>
<tr>
<td>I am control of my learning 53%</td>
<td>I am applying knowledge learned to practical problems 50%</td>
</tr>
<tr>
<td>I am collaborating with other students more 48%</td>
<td>I am developing critical thinking and problem solving skills 47%</td>
</tr>
<tr>
<td>I am spending more time mastering a skill or learning something 43%</td>
<td>I am taking ownership of my own learning 43%</td>
</tr>
</tbody>
</table>

© Project Tomorrow 2017
Teachers’ use of technology to support their own professional learning

Speak Up research has long documented the connection between teachers’ use of emerging technologies to support their own professional learning and their increased interest in using similar tools with their students. Thus, it is instructive to evaluate how teachers are using technology to support their own learning as an indicator of readiness to use technology in the classroom. Two types of professional learning were analyzed for this year’s trends report: teachers’ experiences with online or blended learning environments for professional development and their use of digital tools and media to self-direct professional learning informally.

More teachers in 2016 reported taking online course for professional development than previously noted. In 2014, only 19% of teachers said they had taken an online class for PD; in 2016, the percentage jumped to 37% of teachers. Indicating a new trend line in preservice education, 30% of first year teachers said they had taken a virtual course as part of their teacher preparation program. Teachers are also starting to experience blended learning training courses. Figure D illustrates the experience of teachers with online/virtual classes, blended learning classes and massively open online courses (MOOCs) based upon their years of teaching experience.

The impact of a teacher taking an online or blended course for his or her own professional learning far exceeds the value to that teacher alone. Teachers with experience in online and blended learning as a student are more likely to demonstrate more advanced uses of technology with their own students, have stronger valuations on the role of technology within learning, and higher aspirations for leveraging technology to support transformed learning environments.

**FIGURE D:**

TEACHERS’ EXPERIENCES WITH NEW LEARNING MODELS FOR PROFESSIONAL DEVELOPMENT
(based upon years of teaching experience)
Teachers’ experiences with online or blended professional learning are also more likely to embrace self-directed learning experiences, many of which are facilitated through social and digital media. Project Tomorrow has long documented how middle and high school students are increasingly tapping into social and digital media to learn more about their educational topics of interest beyond the sponsorship or facilitation by their teachers. This practice of moving from passive to active learning that is self-initiated and directed appears to be emerging amongst teachers as well. The leaders of this emergent trend are teachers who have experienced online learning within their professional development. Figure E documents the self-directed learning behaviors of new sub-cohorts of teachers, those with online course experience specifically and those without any online professional learning experience.

Interestingly this change in mindset about professional learning transcends technology. The teachers who had taken an online course were also 42% more likely to say that they had attended a face-to-face education conference on their own (not district sponsored) than teachers who lacked all online learning experience. The move from being a passive participant in the traditional once or twice a year district facilitated professional development day to a more self-directed, active and independent contributor in the continuous sourcing, evaluating and consuming of professional learning experiences from many different venues is an important indicator of teacher readiness to support student digital learning. Teachers that “walk the talk” of self-directing their own learning using digital tools have a better understanding of the value of those experiences for their students.

What do teachers need on their journey to increased capacity and competency?

For many teachers, the process of integrating digital tools, content and resources effectively within their teaching practice is a difficult and often scary journey. As Michael Fullan points out, school or school district success using technology to transform teaching and learning however is truly a team sport that requires all members of the team to develop certain competencies and be willing to change the way we define and implement “school.” Understanding what teachers say they need to do this is a good first step.

On the 2016 Speak Up surveys, teachers nationwide identified five essential elements that they need to effectively and efficiently integrate digital content, tools and resources into daily instruction in their classroom.

1. Planning time to work with colleagues
2. Classroom set of laptops, tablets or Chromebooks for student use
3. Technology support available when needed
4. Professional development
5. Internet access that is consistent, reliable and can support high bandwidth digital resources
These essentials cover the basics of building teacher capacity and competency: access to the right tools, training and support on how to use those tools, and collaborations with peers to sustain the efforts. For some teachers with a solid foundation in the basics, a new list of needs is just emerging. District and school leaders should not lose sight of these new requirements either:

6. In-school coaching on how to find and use high-quality digital resources
7. Curated set of resources organized by grade level and content area
8. Online tools that help organize and keep track of classroom digital resources
9. Information about classroom management strategies using digital resources
10. Rubrics for evaluating quality and appropriateness of digital resources

To support the further development of teachers’ competencies, districts generally prioritize professional development to support new initiatives and policies, or to facilitate usage of new resources. This is the case also with the development of competencies to use technology within learning. For the most part, however, district leaders are out in front of their teachers in their prioritization or interest in various types of training as illustrated in Figure F. A district leader’s priority list for their teachers’ professional development provides a unique window into their priorities for instruction within their education enterprise. It can also provide insight into how the administrator views the importance of helping his or her teachers build their capacity alongside competency in using technology within their practice. This focus on building teacher capacity or agency is a new cultural benchmark in many districts. It signals how a district is re-thinking about supporting their teachers. The Speak Up data findings provide new evidence to support this cultural shift with our focus on leaders who have a commitment to new classroom models. Among district administrators with successful blended learning implementations, 63% say they have also established professional learning communities where educators solve problems collaboratively and share responsibility for student success, and 50% say they have restructured the school day giving educators time to collaborate with colleagues to improve teaching and learning. When we think about building teacher capacity and competency for creating new learning experiences for students, the process always starts with effective and visionary leadership in the school or central office.

---

**FIGURE F:**
TEACHERS’ WISH LIST FOR PD COMPARED WITH DISTRICT ADMINISTRATORS’ PRIORITIES FOR PD

<table>
<thead>
<tr>
<th>PD Topics</th>
<th>Teachers: Wish List for PD</th>
<th>District Admins: Priority Area for Teacher PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using technology to differentiate instruction</td>
<td>52%</td>
<td>73%</td>
</tr>
<tr>
<td>How to use educational games within instruction</td>
<td>47%</td>
<td>31%</td>
</tr>
<tr>
<td>Implementing a blended learning model in the classroom</td>
<td>27%</td>
<td>57%</td>
</tr>
<tr>
<td>Using data to improve teaching practices and student learning experiences</td>
<td>25%</td>
<td>62%</td>
</tr>
<tr>
<td>Integrating digital content components into a curriculum</td>
<td>23%</td>
<td>53%</td>
</tr>
<tr>
<td>Using digital tools to support student investigations</td>
<td>20%</td>
<td>46%</td>
</tr>
</tbody>
</table>

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Ending Thoughts: Consider these new questions

As discussed in the introduction to this year’s Digital Learning Trends report, we recommend that education leaders from the classroom to the school board reflect on the insights and findings shared in this year’s report and use those reflections to fuel new conversations or commitments for digital learning. The following thought-provoking questions can help to jumpstart that process in your school or district:

1. How well is your school or district leveraging digital tools, content or resources to support students in the development of the types of college/career/citzenry skills they will need to be successful in the future? How would your students or their parents answer that question?

2. Is there consistency or resiliency in the implementations of digital learning in your classrooms? Are students having similar experiences in math class as in the science lab? Or is the foundation of your digital learning capabilities still resident in a cohort of “tech-hero” teachers only, not within your entire professional community?

3. What do your teachers really need to be able to implement digital learning effectively? How are you using classroom observations and other metrics to understand teachers’ readiness, and at the same time using that data to inform and prioritize professional development opportunities?

4. How well are you tapping into exemplars and best practices from students and teachers to inform your digital learning plans? How are you leveraging digital resources to develop your own professional capacities as a leader?

5. What are you doing every day to develop a new sustainable culture within your school or district that empowers innovation at all levels? Do your teachers feel that they have the agency to experiment with new classroom models, new forms of digital content and new instructional delivery modes to personalize learning for every student? Do your students feel that they have a voice in their education?

About Project Tomorrow

Project Tomorrow is a global education nonprofit organization dedicated to the empowerment of student voices in education. With 20 years of experience in education, Project Tomorrow regularly provides consulting and research support around key trends in K-12 science, math, and technology education to school districts, government agencies, business, and higher education.

The Speak Up Research Project annually polls K-12 students, parents, educators and community members about the role of technology for learning in and out of school, and represents the largest collection of authentic, unfiltered stakeholder voice on digital learning. Since 2003, over 5 million K-12 students, parents, teachers, librarians, principals, technology leaders, district administrators and members of the community have shared their views and ideas through Speak Up.

For more information visit:
http://www.tomorrow.org

About Blackboard

Blackboard’s unique approach to K-12 education focuses on creating a seamless and engaging experience for each learner. Our platform provides a way for students to learn in a safe, connected, and technologically savvy environment by focusing in on the three main foundational challenges districts face: • Advancing personalized, competency-based learning. • Engaging and informing the entire community • Maintaining a safe and secure space for academic achievement

For more information visit:
http://www.blackboard.com/k12/index.aspx
https://twitter.com/BlackboardK12
https://www.facebook.com/BlackboardK12

https://www.nationsreportcard.gov/reading_math_g12_2015/#reading
https://www.nationsreportcard.gov/reading_math_g12_2015/#mathematics
Ten Things Everyone Should Know about K-12 Students’ Digital Learning, 2017
Students Speak Up on Technology & Learning

#1 The next step: self-directed mobile learning
2x as many students w/ Chromebooks now vs. 2014.
Students in grades 6-12 are using mobile devices to self-direct learning: doing research on the Internet (84%), looking up class info (59%), creating shareable docs (54%), emailing teachers questions (47%), setting due date reminders (43%) and taking notes (40%).

#2 Changing rules re: tech at school
In 2011, 50% of students said they couldn’t access social media at school. Today, only 38% have the same complaint.
In 2011, 32% of students said school Internet was too slow; 53% say that is a big problem now.
No change here: 42% of students say too many rules at school limit tech use.

#3 A new generational divide – among students
37% of students in grades 6-8 say they are playing online or digital games for learning purposes at least weekly; only 1/4 of high school students say the same.
Top benefit of learning games: “They challenge me to think more than other class activities!”

#4 Learning online sounds great!
Middle school students are very interested in online learning. Top wish list for online classes: study skills (58%), art appreciation (58%), world languages (56%), career tech ed (51%) and computer science (47%).

#5 Getting the news – the student way
Most often: Use a mobile app to get news alerts. Least often: Read a print news story.
Action needed: only 41% of students say they know how to detect bias in what they read online or evaluate information accuracy.

#6 All-purpose study guide: The Internet
79% of high school students use the Internet at least once a week to support homework and school assignments (48% use it daily)…even though only 29% of high school teachers are assigning Internet homework weekly.
Where are students going online? At home (79%), campus before/after hours (50%), fast food or coffee shop (28%) and public library (20%).

#7 Student-teacher conference
2/3rds of students say teachers should just talk to them in class; only 28% said a text is best. Hurrah for real-time communications!

#8 Coding for the future
Majority of students are interested in coding, but boys lead the pack on interest. 66% of boys and 58% of girls in grades 3-8 want to learn to code. By high school only 50% of girls say the same!
13% of elementary students say they are already coding.

#9 Goodbye, summer camp! Hello, online video!
More than 1/3 of students say they want to learn about future jobs and careers via online courses, digital games, online videos and social media.
Decreasing in interest: Summer camps, after school programs and student competitions.

#10 Technology x learning = my future
Students say…
- learning how to use technology is important for my future (51%).
- learning using technology results in college and career ready skills like creativity (46%), collaboration (48%) and problem solving (41%).
- they use technology more often for learning outside of school than in school (56%).

Source: Speak Up Research Project for Digital Learning, 2016 Findings - the results of the authentic, unfiltered views of 435,510 K-12 students from around the world. Speak Up is an annual research initiative of Project Tomorrow, a global nonprofit organization. Learn more about Speak Up and other research findings from Project Tomorrow at tomorrow.org.
Mobile Learning Snapshot 2017

435,510 STUDENTS GRADES K-12

K-12th grade students’ access to mobile devices for personal use

<table>
<thead>
<tr>
<th>Device</th>
<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphones</td>
<td>36%</td>
<td>47%</td>
<td>77%</td>
<td>90%</td>
</tr>
<tr>
<td>Chromebooks</td>
<td>35%</td>
<td>37%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>Tablets</td>
<td>52%</td>
<td>59%</td>
<td>60%</td>
<td>44%</td>
</tr>
<tr>
<td>Laptops</td>
<td>7%</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

K-12th grade students’ access to mobile devices in the classroom

<table>
<thead>
<tr>
<th>Device</th>
<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYOD</td>
<td>6%</td>
<td>6%</td>
<td>25%</td>
<td>58%</td>
</tr>
<tr>
<td>School Laptop</td>
<td>7%</td>
<td>8%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>School Tablet</td>
<td>39%</td>
<td>26%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td>Use the library</td>
<td>38%</td>
<td>31%</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>School Chromebook</td>
<td>35%</td>
<td>37%</td>
<td>50%</td>
<td>56%</td>
</tr>
</tbody>
</table>

19% of 6th-12th graders use a school provided device to access the Internet outside of school

How do 6th-12th graders use mobile devices for learning at school?

Teacher sponsored activities

- Take tests online: 50% (6-8), 49% (9-12)
- Use an online textbook: 32% (6-8), 36% (9-12)
- Watch a video made by my teacher: 29% (6-8), 28% (9-12)
- Create documents to share: 49% (6-8), 43% (9-12)
- Work with other students: 40% (6-8), 43% (9-12)
- Play games & take quizzes: 63% (6-8), 64% (9-12)

Student self-initiated activities

- Check grades: 74% (6-8), 86% (9-12)
- Look up school or class info: 54% (6-8), 63% (9-12)
- Take notes: 39% (6-8), 40% (9-12)
- Receive reminders about due dates & upcoming tests: 39% (6-8), 47% (9-12)
- Text classmates for help: 27% (6-8), 39% (9-12)
- Email teacher with questions: 41% (6-8), 53% (9-12)
29,309 PARENTS

Parents are mobile users too!

- 95% own smartphones
- 12% own smartwatches
- 70% own tablets

35% of parents prefer their child(ren) to have a school assigned device for home and school use.

71% of parents say it is important for every student to be able to use a mobile device in school.

Meanwhile, 92% of students in Grades 6-12 say it is important for students to use mobile devices in class for learning.

36,860 TEACHERS

Are you teaching in a class where your students can use mobile devices?

Teachers say...

- Yes, most students are using their own devices or we have devices for students who don’t have them (20%).
- Yes, our school assigns devices to students for their use at school (26%).
- Yes, our school assigns devices to students to use at school and at home (14%).
- Yes, I can check out devices to use in my class as needed (31%).
- No, my students do not have regular access to devices (22%).

1/3 of teachers want more professional development about how to use mobile devices within instruction and identify mobile apps for classroom use.

34% say they are already using mobile apps for professional tasks.

52% read online articles or books on a mobile device.

2,731 SCHOOL PRINCIPALS

52% report 1:1 device programs for in school use.

41% say they are seeing positive academic results from this program.

Only 29% have implemented 1:1 take home programs.

School principals’ wish list for new teachers’ skills:

- Knowing how to use student owned devices within instruction (31%)
- Managing a class with 1:1 mobile devices (45%)
- Using technology to differentiate instruction (76%)
- Using technology for school to home communications (73%)

65% of 2011 policies and 36% of 2016 policies allow students to use their own devices at school for learning.

Source: Speak Up Research Project for Digital Learning, 2016 Findings - the results of the authentic, unfiltered views of 514,351 K-12 students, parents, and educators from around the world. Speak Up is an annual research initiative of Project Tomorrow, a global nonprofit organization. Learn more about Speak Up and other research findings from Project Tomorrow at tomorrow.org. Project Tomorrow thanks Qualcomm® Wireless Reach™ for their support of Speak Up 2016 and this mobile learning infographic.
Speak Up 2016 findings
How America's Schools are Addressing the Homework Gap

49% of principals say ensuring student access to technology outside of school (digital equity) is a major challenge today. Compared to only 30% of principals in 2010.

17% of students say they are impacted by the homework gap - they cannot do homework because they lack internet outside of school.

44% of teachers say they need confidence that their students have access to consistent and safe Internet outside of school in order to effectively integrate technology in the classroom.

Homework gap students are resourceful:
- 48% go to school early or stay late to use their school's Internet.
- 32% are going online to do homework at fast food restaurants or cafés.
- 30% use their public library Internet.

How often do teachers assign homework assignments that require internet access? How often do students use the Internet to do homework?

How are schools and districts addressing the homework gap?

<table>
<thead>
<tr>
<th>Approach</th>
<th>Doing this</th>
<th>Considering</th>
<th>No plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowing students on campus early or after school to access school network</td>
<td>67%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Encouraging libraries or other public Internet locations to give students priority access</td>
<td>54%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Instructing students to download web-based assignments and resources to USB sticks while at school</td>
<td>44%</td>
<td>20%</td>
<td>36%</td>
</tr>
<tr>
<td>Discouraging homework assignments that are 100% Internet dependent</td>
<td>40%</td>
<td>19%</td>
<td>41%</td>
</tr>
<tr>
<td>Providing WiFi access in the school parking lots for staff and student access</td>
<td>34%</td>
<td>18%</td>
<td>48%</td>
</tr>
<tr>
<td>Working with restaurants, cafes and businesses to provide safe locations for student Internet access</td>
<td>14%</td>
<td>25%</td>
<td>61%</td>
</tr>
<tr>
<td>Equipping school buses with WiFi hotspots</td>
<td>8%</td>
<td>26%</td>
<td>66%</td>
</tr>
<tr>
<td>Paying for home Internet for low income families</td>
<td>3%</td>
<td>11%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Source: Speak Up 2016 Research Project Findings - the results of the authentic, unfiltered views of 514,085 K-12 students, parents and educators nationwide. Speak Up is an annual research initiative of Project Tomorrow, a global nonprofit organization, and is supported by these innovative companies: Apex Learning, Blackboard, Inc., BrainPOP, DreamBox Learning, Qualcomm Wireless Reach, Rosetta Stone Education and Scholastic. Learn more about Speak Up and other research findings from Project Tomorrow at tomorrow.org.
Flipped, Blended, Virtual: New Classroom Models, Technology & Personalized Learning

Technology Value & Use by Classroom Model Findings from Speak Up 2016

Teachers in flipped, blended and virtual classrooms see greater value in digital learning for personalized learning

Agree: The use of tech results in students taking greater ownership of their own learning
- Teachers in Traditional Classrooms: 34%
- Teachers in Flipped, Blended and Virtual Classrooms: 53%

Agree: The use of tech results in students learning in ways that match their individualized styles
- Teachers in Traditional Classrooms: 40%
- Teachers in Flipped, Blended and Virtual Classrooms: 50%

Technology Enhances Teachers' Capacity for Personalized Instruction, Particularly in New Model Classrooms

As a result of integrating technology within my practice, I am now ....

<table>
<thead>
<tr>
<th>Activity</th>
<th>Traditional</th>
<th>Blended</th>
<th>Flipped</th>
<th>Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing my students with more individualized attention</td>
<td>35%</td>
<td>52%</td>
<td>61%</td>
<td>57%</td>
</tr>
<tr>
<td>Creating more student-centered learning experiences</td>
<td>34%</td>
<td>47%</td>
<td>56%</td>
<td>49%</td>
</tr>
<tr>
<td>Helping my students become self-directed learners</td>
<td>32%</td>
<td>47%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>More aware of individual student needs</td>
<td>31%</td>
<td>44%</td>
<td>52%</td>
<td>47%</td>
</tr>
<tr>
<td>Spending more time with individual students</td>
<td>20%</td>
<td>31%</td>
<td>43%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Classroom Models, 2016 Status

- Traditional: 73%
- Blended: 19%
- Flipped: 2%
- Virtual: 1%
- Other: 6%

Districts are embracing new classroom models and reporting positive academic impacts.

Half of all parents now say they prefer a blended learning environment for their children.

While more than 70% of teachers say their classroom format is traditional, just over half of all students agree. Students report greater percentages of blended and flipped classrooms.

Source: Speak Up Research Project for Digital Learning, 2016 Findings - the results of the authentic, unfiltered views of 514,351 K-12 students, parents, and educators from around the world, including 38,512 teachers. Speak Up is an annual research initiative of Project Tomorrow, a global nonprofit organization. Learn more about Speak Up and other research findings from Project Tomorrow at tomorrow.org.
School-to-Home Communications
Most effective tools for parent communications & engagement

More than 29,000 parents shared their opinions via Speak Up 2016

Parents & Principals Differ on the Most Effective Forms of Teacher-to-Parent Communications

- Personal emails: 65% Principals, 70% Parents
- Text message: 45% Principals, 52% Parents
- F2F meetings: 67% Principals, 67% Parents
- Personal phone calls: 70% Principals
- Handwritten notes: 22% Principals, 28% Parents
- Push thru mobile app to phone: 22% Principals, 24% Parents
- Auto phone messages: 21% Principals, 29% Parents
- School portal: 20% Principals, 34% Parents

Parents & principals agree on top 2 most effective forms of school/district-to-home communications:

- Email and auto phone messages

Big disconnect though on website and social media effectiveness:

- While more than half of principals said Facebook is effective; just 24% of parents agreed.
- Nearly half of principals said websites are effective for teacher communications; just 19% of parents agreed.

Take Note:

- Elementary school parents (45%) are more interested in face-to-face (F2F) meetings than high school parents (30%).
- Tech-savvy parents favor digital communications by almost 2:1 compared to parents with beginner tech skills.
- There is no differences in parents' interest in using text messages for communications by demographics or grade of child in school.

While 66% of parents are satisfied with teacher to home communications, there are big differences by grade levels.

- Elementary School: 11% Dissatisfied, 42% Neutral, 33% Somewhat Satisfied, 3% Very Satisfied
- Middle School: 18% Dissatisfied, 38% Neutral, 23% Somewhat Satisfied, 12% Very Satisfied
- High School: 24% Dissatisfied, 23% Neutral, 35% Somewhat Satisfied, 8% Very Satisfied

Source: Speak Up Research Project for Digital Learning, 2016 Findings - the results of the authentic, unfiltered views of 514,351 K-12 students, parents, and educators from around the world, including 29,309 parents. Speak Up is an annual research initiative of Project Tomorrow, a global nonprofit organization. Learn more about Speak Up and other research findings from Project Tomorrow at tomorrow.org.