1-2-3-4 New Ways to Examine Blended Learning Outcomes

Julie Evans, CEO, Project Tomorrow
@JulieEvans_PT
“Innovating is a process, not an event.”

**Blended: Using Disruptive Innovation to Improve Schools**

*by Michael B. Horn and Heather Staker*
Plan for our conversation today

1-2-3-4 blended learning outcomes
  o Speak Up data results
  o Findings from new case study

Group discussion
  o Identify potential new outcomes
  o Ways of measuring those outcomes
  o How to articulate new measurements and results
What is your role?

How you involved with blended learning?

How are you measuring outcomes?
Be part of the discussion!

#SpeakUp2015
Additional reading online

Pre-reading posted at
www.tomorrow.org/2015_iNACOL_symposium.html

- Online, Virtual and Blended Learning in Action: Poudre School District Global Academy Case Study (*FuelEd and Project Tomorrow*)

- Trends in Digital Learning: Empowering Innovative Classroom Models for Learning (*Blackboard and Project Tomorrow*)

- "Does blended learning work?" by Thomas Arnett (*Clayton Christensen Institute*)

- Blended Learning Research Clearinghouse 1.0 (*The Learning Accelerator*)
Project Tomorrow, a national education nonprofit organization

Programs:

• Research & evaluation studies
• STEM education programs
• Advocacy for digital learning

Mission: To ensure that today’s students are prepared to become tomorrow’s leaders, innovators and engaged citizens of the world.
Speak Up Research Project

Annual research project

- Using online surveys + focus groups
- Surveys for: K-12 Students, Teachers, Parents, Administrators, Community Members
- Special: Pre-Service Teachers in Schools of Education
- Open for all K-12 schools and schools of education
- Schools, districts & colleges receive free report with their own data
- Questions about how eLearning = 21c education

Data informs: policies, programs, funding at local, state and federal levels

4 million surveys since 2003

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Speak Up survey question themes

- Learning & Teaching with Technology
- College and career ready skills
- Students’ Career Interests in STEM
- Professional Development / Teacher Preparation
- Internet Safety / Data Privacy Issues
- Administrators’ Challenges / Bandwidth Capacity
- Emerging Technologies both in & out of the Classroom
  - Mobile Devices, Online Learning, Digital Content, E-texts
  - Educational Games, Social Media tools and applications
  - New Classroom Models, Print to Digital, Online Assessments
- Designing the Ultimate School/Classroom

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Defining blended learning:

- Hybrid learning approach combining supervised learning in a brick and mortar school with self-paced learning that is online
- Students have some element of control over time, place, path and pace of their learning online
Speak Up 2014 national participation: 521,846

<table>
<thead>
<tr>
<th>Category</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Students</td>
<td>431,231</td>
</tr>
<tr>
<td>Teachers &amp; Librarians</td>
<td>44,289</td>
</tr>
<tr>
<td>Parents (in English &amp; Spanish)</td>
<td>35,337</td>
</tr>
<tr>
<td>School/Dist Administrators/Tech Leaders</td>
<td>4,324</td>
</tr>
<tr>
<td>Community Members</td>
<td>6,656</td>
</tr>
</tbody>
</table>

About the participating schools & districts
- 8,216 schools and 2,676 districts
- 30% urban / 40% rural / 30% suburban
- All 50 states + DC + Guam + DODEA schools
Setting the context for our conversation
- Selected Speak Up 2014 national results
- Case study from Poudre School District Global Academy
**What is waking you up at night?**

*Litmus test for administrators’ concerns*

<table>
<thead>
<tr>
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<td>Implementation of CCSS</td>
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</table>
### What is waking you up at night?

<table>
<thead>
<tr>
<th>Issues</th>
<th>District Admin - 2013</th>
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</tr>
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<tbody>
<tr>
<td>Adequate funding</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>Closing the achievement gap</td>
<td>40%</td>
<td>48%</td>
</tr>
<tr>
<td>Staff morale/motivation</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>Use of technology within instruction</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td>Achievement measured by test scores</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>Implementation of CCSS</td>
<td>28%</td>
<td>25%</td>
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What has greatest potential to impact student achievement?

<table>
<thead>
<tr>
<th>Education Initiatives</th>
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<tr>
<td>Enhancing teacher effectiveness through PD</td>
<td>65%</td>
</tr>
<tr>
<td>Leveraging technology more effectively</td>
<td>51%</td>
</tr>
<tr>
<td>Integrating college and career ready skills into curriculum</td>
<td>47%</td>
</tr>
<tr>
<td>Developing leadership skills of administrators</td>
<td>40%</td>
</tr>
<tr>
<td>Aligning curriculum to CCSS</td>
<td>32%</td>
</tr>
<tr>
<td>Engaging parents as co-teachers</td>
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</table>
Parents’ concerns about their child’s future

1. Not learning the right skills in school to be successful

2. Needing more than a college degree to get a good job

3. Competing with better educated workers around the globe

4. Not doing as well financially as us

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Parents: best way for your child to develop those “right skills”

- Gaining work experience 78%
- **Using technology in classes** 75%
- Participating in leadership activities 65%
- Participating in sports/academic teams 64%
- Learning a second language 62%
- Taking advanced math/science classes 60%

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How important is tech use to student achievement and preparation?

- **District Administrators**
  - Not important: 38%
  - Important: 61%

- ** Principals**
  - Not important: 39%
  - Important: 61%

- **Teachers**
  - Not important: 60%
  - Important: 33%

- **Parents**
  - Not important: 46%
  - Important: 52%

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### Digital Solutions with Positive Outcomes

<table>
<thead>
<tr>
<th>Digital Solutions with Positive Outcomes</th>
<th>District Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using student data to inform instruction</td>
<td>71%</td>
</tr>
<tr>
<td>Use of digital content in the classroom</td>
<td>61%</td>
</tr>
<tr>
<td>Mobile learning with tablets or other devices</td>
<td>58%</td>
</tr>
<tr>
<td>Use of digital textbooks rather than print textbooks</td>
<td>51%</td>
</tr>
<tr>
<td>Blended learning implementations</td>
<td>45%</td>
</tr>
</tbody>
</table>
What do “blended learning principals” see as key outcomes?

<table>
<thead>
<tr>
<th>Benefits of digital content usage in the classroom</th>
<th>Principals who have implemented blended learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases student engagement in learning</td>
<td>75%</td>
</tr>
<tr>
<td>Extends learning beyond the school day thru self-directed learning and remediation</td>
<td>72%</td>
</tr>
<tr>
<td>Increases the relevancy and quality of the instructional materials</td>
<td>63%</td>
</tr>
<tr>
<td>Enables personalized learning</td>
<td>56%</td>
</tr>
<tr>
<td>Decreases the traditional dependency on textbooks</td>
<td>51%</td>
</tr>
</tbody>
</table>
### Blended learning teachers are leading the pack in the use of digital content

<table>
<thead>
<tr>
<th>Digital Content</th>
<th>Blended Classroom Teachers</th>
<th>Traditional Classroom Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online curriculum</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Online textbooks</td>
<td>37%</td>
<td>25%</td>
</tr>
<tr>
<td>Games</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Animations</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>Real time data</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>Teacher self-created videos</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Virtual labs</td>
<td>14%</td>
<td>6%</td>
</tr>
</tbody>
</table>

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Connecting the dots between blended learning and student outcomes: teacher perspective

<table>
<thead>
<tr>
<th>Teachers’ beliefs about student outcomes</th>
<th>Teachers in traditional classrooms</th>
<th>Teachers in blended classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are working together more often</td>
<td>32%</td>
<td>52%</td>
</tr>
<tr>
<td>Students are developing problem solving and critical thinking skills</td>
<td>34%</td>
<td>50%</td>
</tr>
<tr>
<td>Students are more motivated to learn</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Students are taking ownership of their learning</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Students are developing their creativity skills</td>
<td>34%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Connecting the dots between blended learning and student outcomes: student perspective

Students in blended learning classrooms: As a result of using technology to support my learning...

• I collaborate more with my classmates (61%)
• I am developing critical thinking and problem solving skills (54%)
• I am able to learn at my own pace (61%)
• I am developing my creativity skills (63%)
• I am more interested in what I am learning in class (48%)
What metrics are district administrators using to evaluate their digital learning initiatives?

<table>
<thead>
<tr>
<th>Evaluation metric</th>
<th>% of district administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement</td>
<td>71%</td>
</tr>
<tr>
<td>Teacher buy-in</td>
<td>58%</td>
</tr>
<tr>
<td>Classroom observations</td>
<td>58%</td>
</tr>
<tr>
<td>Student feedback</td>
<td>54%</td>
</tr>
<tr>
<td>Teacher feedback</td>
<td>53%</td>
</tr>
<tr>
<td>Student achievement results</td>
<td>52%</td>
</tr>
<tr>
<td>Student skill development</td>
<td>45%</td>
</tr>
<tr>
<td>Teacher interest in more PD</td>
<td>44%</td>
</tr>
</tbody>
</table>
1-2-3-4 New Ways to Examine Blended Learning Outcomes

1. Student achievement/growth
2. Student engagement in learning
3. Teacher effectiveness
4. Parental support
Case Study: Poudre School District Global Academy
About Poudre School District Global Academy

- Located in Fort Collins, Colorado
- Opened in August 2009 as a fully virtual school

- **Switch to a fully blended school:**
  - *Students attend “school” 2-3 days a week*
  - *Students work thru online curriculum rest of time*
  - *Parent as learning coach*
About Poudre School District Global Academy

- 4 key student outcomes:
  - Application of knowledge to practical problems
  - Development of critical thinking and problem solving skills
  - Taking greater self ownership of learning
  - Development of a growth mindset
Case Study:
Poudre School District Global Academy

Data study to examine these outcomes:

Student proficiency
Student growth
Teacher effectiveness
Poudre School District Global Academy

Proficiency: Colorado Measures of Academic Success

% of students scoring at the strong and/or distinguished command achievement level

4th Grade Social Studies
5th Grade Science
7th Grade Social Studies
8th Grade Science

PGA School Average
District Average
State Average

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Poudre School District Global Academy

Proficiency: NWEA Measures of Academic Progress (MAP) Scores – Reading

PGA Spring Scores
National Spring Cut Score - Proficiency Level

Gr 8
Gr 7
Gr 6
Gr 5
Gr 4
Gr 3
Gr 2
Proficiency: NWEA Measures of Academic Progress (MAP) Scores – Math

PGA Spring Scores
National Spring Cut Score - Proficiency Level
Poudre School District Global Academy

Increasing importance of growth metrics in school self-evaluation

School goal – 1 year growth for every student
Targeted interventions to meet that growth goal
Poudre School District Global Academy

Growth: Transitional CO Assessment Program

Student annual growth data

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSD Global - Reading</td>
<td>51</td>
<td>61</td>
<td>70</td>
</tr>
<tr>
<td>PSD Global - Writing</td>
<td>50</td>
<td>62</td>
<td>81</td>
</tr>
<tr>
<td>PSD Global - Math</td>
<td>15</td>
<td>44</td>
<td>52</td>
</tr>
</tbody>
</table>

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Changing learning environment

- Creating more interactive, relevant lessons
- Facilitating more collaborative learning experiences
- Supporting student self-directed learning

Transforming practice

- Providing more individualized, personalized attention
- More time to differentiate instruction
- Easier to assess student progress
### Why is the blended learning model successful?

The principal says:

1. Parents are treated as paraprofessionals

2. Relationships matter and failure is a call to action for improved relationships

3. One size does not fit all with blended learning

4. Individualized learning is at the heart of their approach

5. Leveraging the right digital tools and resources for the right tasks is a critical component for the model to work
1-2-3-4 New Ways to Examine Blended Learning Outcomes

1. Student achievement/growth
2. Student engagement in learning
3. Teacher effectiveness
4. Parental support
Group discussion:

**Question 1:** What outcomes are most effective measurements for your blended learning programs?

**Question 2:** In a future world, how should we measure the efficacy of blended learning?

**Question 3:** What are the most effective ways for articulating or sharing these new outcomes?
More Speak Up? www.tomorrow.org

National Speak Up reports and infographics

Targeted and thematic reports
Digital learning trends
Mobile learning & social media
Games in the classroom
Blended learning outcomes

Presentations, podcasts and webinars

Services: consulting, workshops, evaluation and efficacy studies

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Other resources:

ONLINE, VIRTUAL, AND BLENDED LEARNING IN ACTION
Case Study: Poudre School District Global Academy

“PARENTS, PERSONALIZATION AND POSSIBILITIES”

www.getfueled.com/resources-results/psd-global-academy-co

(c) Project Tomorrow 2015
Other resources:

www.tomorrow.org/speakup/2015_ClassroomModels.html

Trends in Digital Learning Report:
Empowering Innovative Classroom Models for Learning

Innovating is a process, not an event.”

Introduction
While digital tools have long held the promise of disrupting traditional education, far too long the emphasis has been on buying a “silver bullet” device or product that can instantly transform the learning process in the classroom. As emphasized by Herr and Staker in their latest book, Empowering Innovative Classroom Models for Learning, it is a direct misunderstanding today amongst educators and policymakers alike that sustainable innovation in education is often the result of a sophisticated and complex process empowering a wide range of new, innovative classroom models. In this enlightened view, the silver bullet is not a device or product, but rather a strategic planning process undertaken by schools and districts that makes desired student outcomes defined by the strategic use of targeted digital tools, content and resources to enable new, innovative learning environments that benefit both students and teachers. In this year's Trends in Digital Learning report, we examine both components of this equation - the desired student achievement and the strategic use of digital tools, content and resources - to understand from the perspective of the student, teacher and administrator the full impact of the opportunities and challenges associated with empowering new innovative classroom models.

With respect to the desired student achievement, education leaders have a heightened sense of urgency today to close the achievement gap and at the same time, ensure that all of their students are well prepared to compete and contribute to the global economy with appropriate skills. What district leaders identify as the type of challenges that may “wake them up in the middle of the night” is a good litmus test for assessing the relative ranking of various administrative issues. From the SpeakUp 2014 data findings, 46% of district leaders noted that closing the achievement
Be your school leader for Speak Up!

All schools are invited to participate
Surveys open until Dec 18
Local data + state + national to you in early Feb 2016

Online surveys for:
- K-12 students – individual + group
- Parents – English and Spanish
- Teachers
- Librarians/Media Specialists
- School Site & District Administrators
- Technology Leaders
- Community Members

New this year special surveys for:
Science Teachers
Communications Officers
Why Speak Up?

- Have a voice in policy decisions
- Get authentic feedback from your students, colleagues, stakeholders – use real data, not anecdotes or myths for your decisions
- Compare your stakeholders’ views with others – within district, state, nation
- No gotcha – all 100% confidential
- Let us do the work for you!
- No costs to schools, districts, states – use your $ to impact student learning instead
Win a free registration to CUE 2016 + dinner with me in Palm Springs! Let’s talk data!
Thank you for today’s discussion!

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949-609-4660 x15
Twitter: JulieEvans_PT and SpeakUpEd