

COVID-19, School Closures & Remote E-Learning

Insights from Project Tomorrow for District Leaders

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Today's discussion



- New resources from Project Tomorrow
- Insights and discussion: informed by the Speak Up data and our work with districts nationwide
 - What did we know?
 - What are we experiencing?
 - What questions should we be asking?
- Let's talk! Your questions, comments, thoughts, ideas
- Opportunities for you and your district

About Project Tomorrow

www.tomorrow.org



- Nonprofit education organization supporting K-12 education since 1996
- Mission is to ensure today's students are well prepared for the future
- Programs and research focus on role of innovation and new learning models within the education ecosystem.

Speak Up Research Project: national research to help education leaders make better decisions about new learning experiences

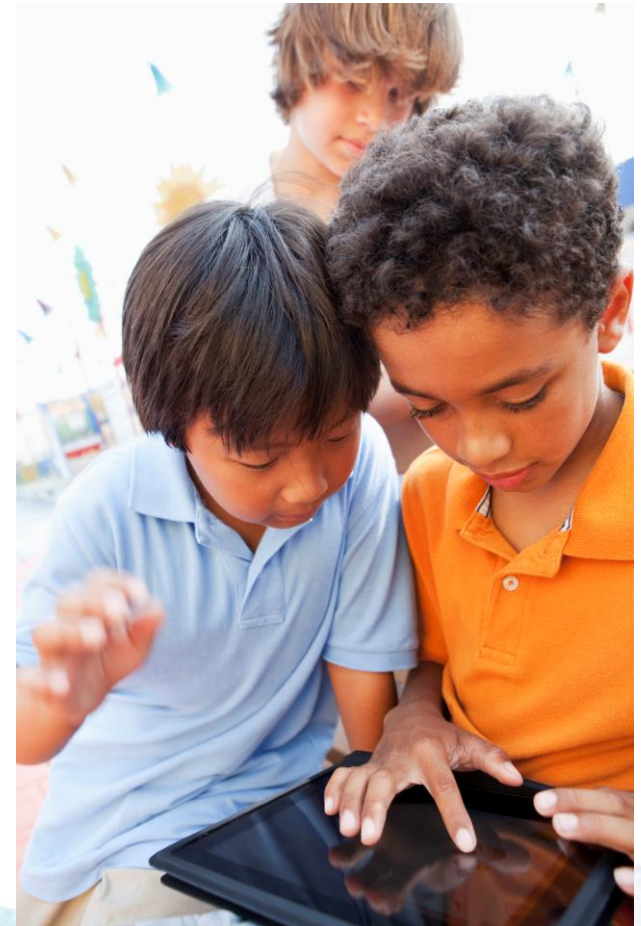
Professional Learning, Evaluation & Efficacy Studies: customized studies and experiences that support local decision-making and implementations of new learning models

About the Speak Up Project

www.tomorrow.org/speakup



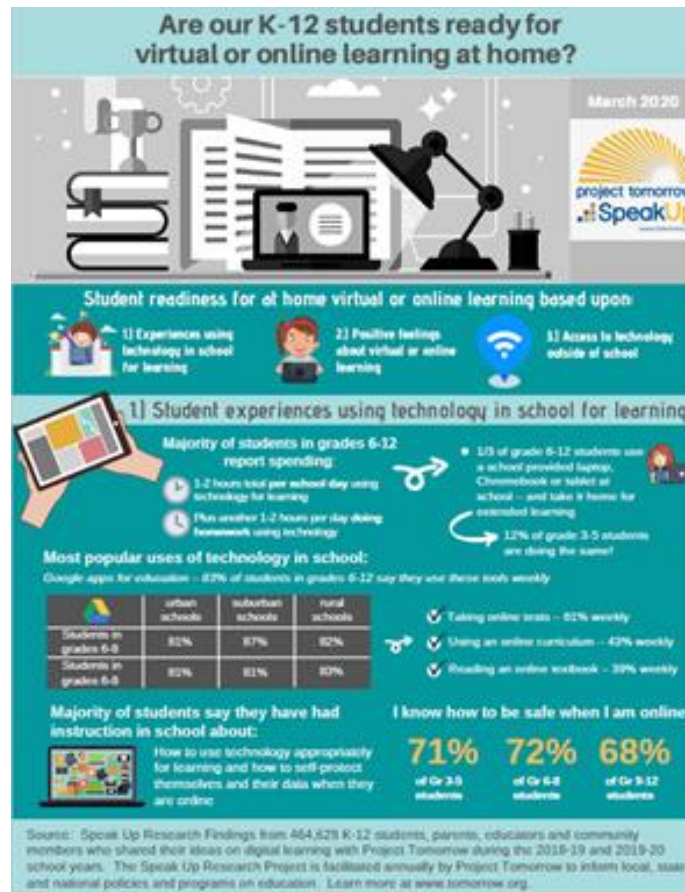
- Annual research project since 2003
- We provide education leaders with a **suite of online surveys** to use to collect feedback from their stakeholders
- **All preK-12 schools and teacher prep programs** – public, private, parochial, charter, virtual - **are eligible to participate**
- Participating entities get **summary reports with all locally collected data** + state and national data for benchmarks
- Turnkey service provided by Project Tomorrow with no charge/fee to participating districts
- National reports inform edu, biz and policy



Since 2003, over 5.7 million K-12 stakeholders have submitted a Speak Up survey

About the Speak Up Project

<https://tomorrow.org/speakup/speakup-2019-20-Student-Readiness-E-Learning-March-2020.html>



New infographic
about students'
readiness for
e-learning at
home

<https://bit.ly/2Y1psek>

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SPEAK UP SURVEY FOR SCHOOLS AND DISTRICTS:

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New federal legislation introduced this week

bit.ly/2VUUrpp

- \$2 billion in emergency funding to help students without high speed internet access
- COVID19 school closures have widened the “homework gap” for students who don’t have access to broadband
- The bill - H.R. 6563 (116) creates a special \$2 billion Emergency Connectivity Fund administered through the E-rate program
- Funds to be used to purchase Wi-Fi hot spots, routers and internet-connected devices



“Time is of the essence to provide remote and distance learning support,” they wrote. “An estimated 9 to 12 million students and some of their teachers currently lack home internet access and are unable to participate in their classes that have been moved online.”

- Homework Gap coalition



Speak Up Leaders Discussion with Julie

Every Friday at 12:00 noon

Drop in – share ideas – solve problems together

<https://us02web.zoom.us/j/242845500>

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- Developing a rubric/spectrum of readiness
- Developing a teacher assessment – incorporated into Speak Up
- Identifying personalized PL based upon needs

Current: 10-state working group to define/refine rubric and assessment

Proposed: consortium of district leaders to review as well



Project Tomorrow Spectrum: Teacher Readiness for Adopt and Adapt Capacities with Digital Resources

	Levels of Use			
	Incremental	Intentional	Impact	Innovation
Stages of Concern	Awareness Teachers have general awareness of digital resources but lack a strong value proposition for regular usage. Technology usage within instruction is incremental and sporadic (not integrated). This may be due to underdeveloped technical skills.	Teachers have a higher awareness of different types of digital resources and have deliberately experimented with usage within instruction. But teachers lack effective strategies for usage resulting in minimal tangible outcomes and weak valuation.		
	Valuation Teachers show greater interest in learning more about using digital resources but lack confidence in technical ability to use regularly or purposefully. As a result, small technical problems sidetrack effective usage. Valuation is focused on teacher/classroom usage and management.	With new technical competence, teachers use a greater variety of digital resources in their classroom. Usage is more intentional around increasing student engagement in learning but lacks coherence or alignment to curriculum or learning goals. Teachers lack broader view on value proposition.	Supporting by stronger technical competence and demonstrated success with usage in the classroom, teachers start to explore and appreciate the impact of digital resources on student learning and future-ready skill development. Teachers start to think about the impact of technology on their own teaching effectiveness.	
	Management Teachers have a strong interest in using digital resources effectively with greater frequency and consistency, but their lack of knowledge about effective integration strategies limits their success in the classroom.	With stronger competencies, teachers use digital resources more consistently and rely less on technical experts. Integration is less on project based. Concerns now focus on operational or structural considerations such as time spent preparing for digital integration.	Digital resources are seamlessly integrated into classroom instruction, with teachers reflecting on how the resources impact student learning and their own effectiveness. Concerns reflect a mix of operational or structural issues with new concerns about pedagogical impact.	Teachers are integrating digital resources expertly with strong pedagogical impact but are increasingly concerned that the fit between resources and students' needs might be imperfect. Accordingly, they are looking at ways to adapt materials to best fit the differentiated needs of their students, both in school and at home.
	Collaboration	Teachers integrate digital resources regularly and are more often experimenting with new tools, but lack skills and knowledge to create collaborative, learner-centered digital learning experiences.	Teachers use digital resources to create learner-centered environments that support collaboration, but frequency of these experiences is still limited. Teachers need new strategies to support sustained operational usage.	Teachers actively restructure/re-engineer their instructional practices to integrate digital resources with increased emphasis on student collaborations and content creation by leveraging new teacher/prof learning collaborations.
	Refocusing		Teachers are effectively using digital resources to create learner-centered environments that impact student skill-development. But teachers lack clarity on how to connect student learning and integration strategies with overall academic goals and the school mission.	Stimulated by success and outcomes associated with the new instructional practices, teachers begin to create customized digital resources for their classroom and share those with other teachers. Concerns now focus on equity considerations beyond the classroom.

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Webinar with Carlsbad USD

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New research project: Alexa in the Classroom

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Insights and discussion: informed by the Speak Up data and our work with districts nationwide



BSC: Before school closures, what did we know?

DSC: During school closures, what are we experiencing?

ASC: After school closures, what questions should we be asking?

BSC: Before school closures, what did we know?

Leveraging the national 2019-20 Speak Up results and findings, what did we know about the use of digital tools to support learning . . .

From students

From teachers

From parents

that can inform our forward planning and discussions



Insights and discussion

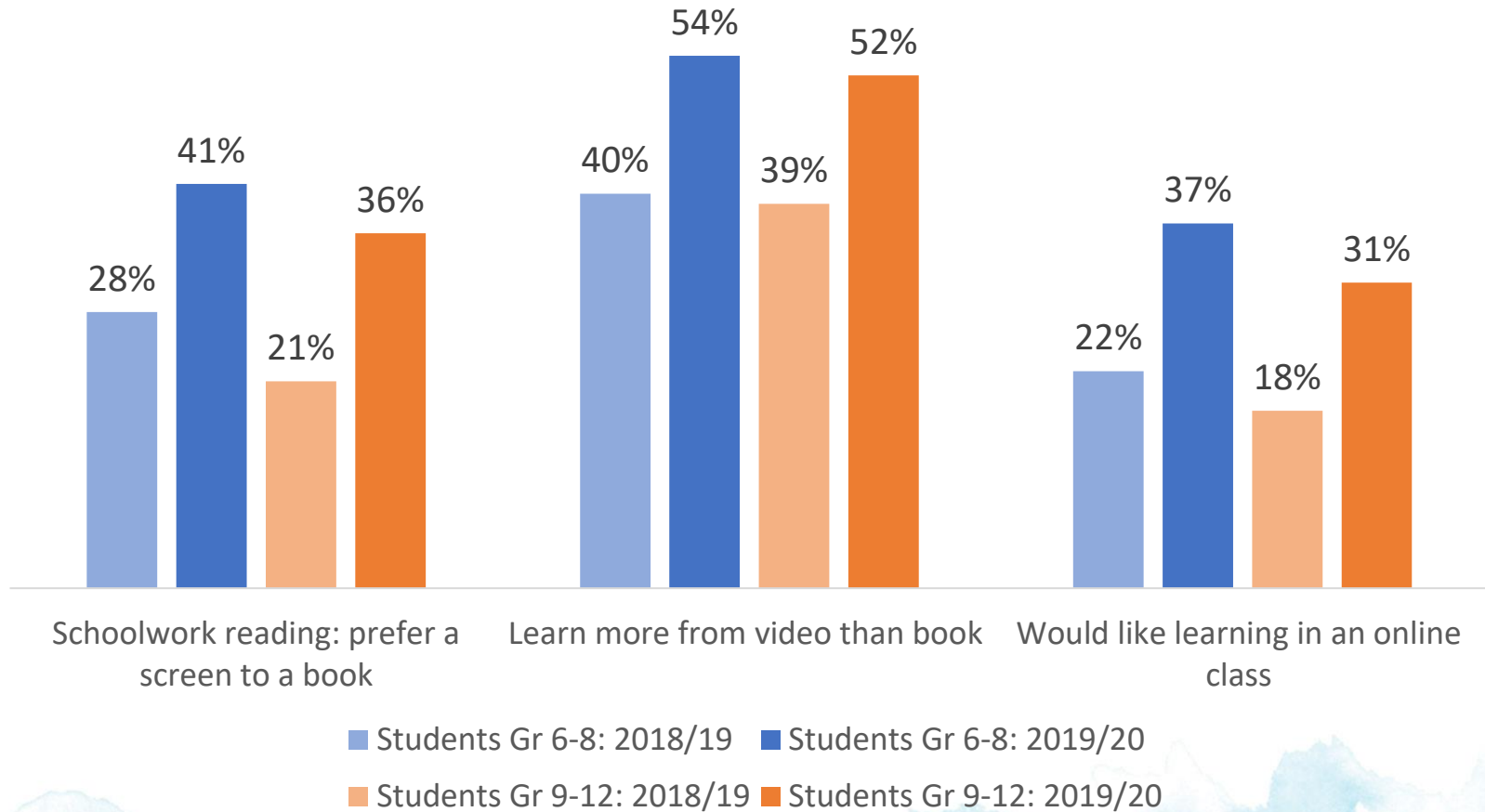


Students' experiences using mobile devices for learning:

Students' reporting on their learning tasks with mobile devices	Students in Gr 6-8 who said they did this: <u>often</u>	Students in Gr 9-12 who said they did this: <u>often</u>
Created docs to share with classmates & teachers	29%	45%
Watched edu videos found online	23%	28%
Email with teachers	13%	23%
Read books and articles online	20%	23%
Used online textbooks	12%	20%
Watch a video made by my teacher	12%	13%

Insights and discussion

Students' preferences for learning experiences:



Insights and discussion



Students' experiences with self-directed learning:

BSC: 53% of students in grades 6-12 said this year that they use technology more outside of school for learning than in school

* Evidence of the “Free Agent Learner” from the Speak Up data – engagement with digital learning activities outside of school, not assigned or homework

“Taken an online class or tutorial”

- 20% of students in grades 6-8
- 32% of students in grades 9-12

“Used online writing tools to improve my writing”

- 33% of students in grades 6-8
- 39% of students in grades 9-12

“Used a virtual assistant (Alexa, Siri, Google Home) to answer questions”

- 54% of students in grades 6-8
- 49% of students in grades 9-12

Insights and discussion

Teachers' engagement with digital tools within instruction:

- **Keep class information on our portal current – 51% of K-12 teachers**
- **Using an online curriculum with my students – 36%**
- **Implemented a blended learning environment in my classroom – 34%**
- **Creating videos of my lectures or lessons for students to watch – 21%**
- **Provide students with virtual lab experiences – 13%**
- **Maintain a class blog or student discussion board – 9%**



Insights and discussion



Teachers' engagement with digital tools within instruction:

Frequency of digital content/tools usage within instruction	Reported as daily	Reported as at least weekly
Google apps	44%	64%
Online videos	27%	64%
Online curriculum	36%	61%
Digital content subscriptions	14%	38%
Online textbooks	15%	34%
Videos I create myself	3%	10%

BSC: 17% of teachers say that within their class students use a mobile device that that they can take home to continue learning

Insights and discussion



Teachers' interest in professional learning:

Selected findings – relative to the “elephant in the rear view mirror”

Interest in:

- Learning about Google apps (30%)
- How to implement a blended or flipped classroom (28%)
- How to create videos of my lessons for students to watch (27%)
- Teaching an online class (16%)
- Facilitating an online discussion forum for students (15%)

BSC: 21% of teachers say that they have taken a fully online class to support their own professional learning and increase effectiveness

Insights and discussion

Parents' views on digital learning:

- **68% of parents** say that they are very comfortable helping their child with homework that involves online and digital tools and resources
- **32%** say that technology is being used effectively to provide their child with appropriate learning experiences at school
- **18%** say that online classes would be an optimum way for their child to develop the skills they need to be successful in the future



**How can we use these
BSC views to inform the
future?**

Insights and discussion: informed by the Speak Up data and our work with districts nationwide



DSC: During school closures, what are we experiencing?

Three phases of the DSC environment:

1. **Responsive support:** health and well-being of staff and school families, providing meals, offering childcare and resource information
2. **Remote learning:** facilitating the continuity of learning to the best of our abilities and capacity
3. **Recovery – readjustment – rehabilitation:** building upon what we know and what we are experiencing

be.
here.
now.

Insights and discussion



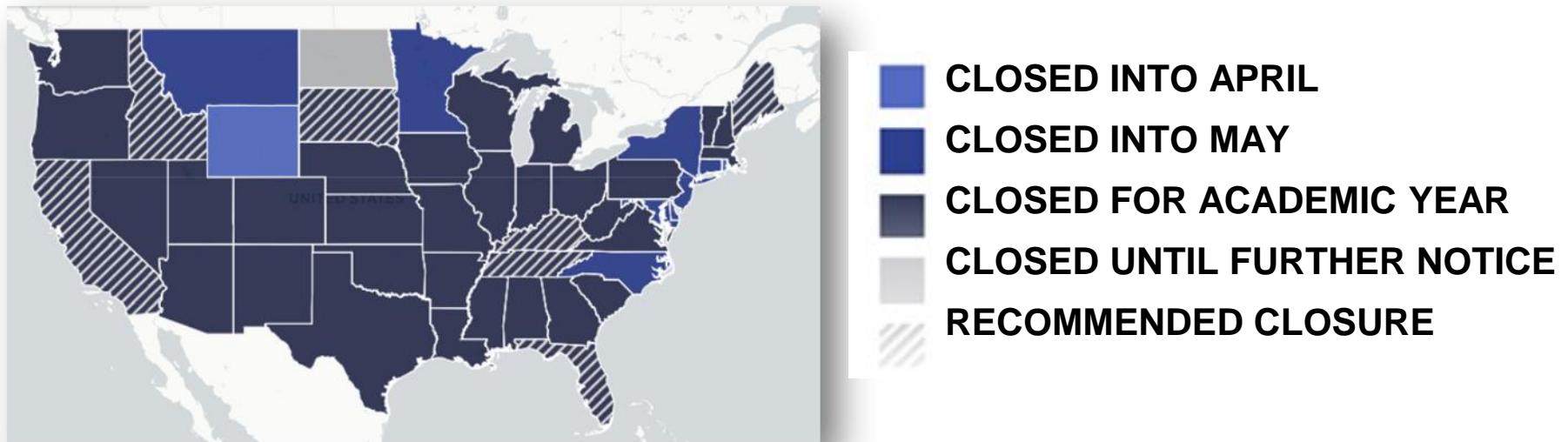
*What I am hearing, seeing, observing
... in the moment of being here with districts nationwide*

1. The trauma of uncertainty
2. The readiness of our teachers – competency, confidence, comfort
3. School at home or something else?
4. Re-evaluating purpose
5. Reality is.
6. Birth of new innovative thinking

Insights and discussion

*What I am hearing, seeing, observing
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1. The trauma of uncertainty



School Closures By the Numbers

- **124,000** U.S. public and private schools impacted and affected
- **55.1M** of **56.6M** US public and private school students are affected
- **39** states and **3** U.S. territories have ordered/recommended school building closures for the rest of academic year

Insights and discussion



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2. The readiness of our teachers – competency, confidence, comfort

Preliminary results from new Speak Up survey of district leaders

53% say the readiness of their teachers to implement remote e-learning has been a significant challenge with school closures

Assessment of their teachers' comfort with:

- Communications with students and parents – 44% say teachers are very comfortable
- Engaging students in purposeful learning – 41%
- Google classroom operations and apps usage – 26%
- Facilitating an online curriculum – 19%
- Managing a remote or virtual workflow – 10%

Insights and discussion

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3. School at home or something else?



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4. Re-evaluating purpose

Enrichment – remediation – new learning continuum

- 52% of district leaders say they are looking to purchase/license digital content for core curriculum right now
- 42% say they are seeking curriculum for enrichment purposes

*What I am hearing, seeing, observing
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5. Reality is.

What assumptions or myths have we hung on to for too long?

- Homework gap:
 - 87% of districts say they need to buy WiFi hotspots now
 - 31% of districts now say they believe 15-30% of their students do not have access at home for remote e-learning; 47% believe it is more than 30% of their students
- Teacher usage of digital resources \neq effective usage
- School for students is intrinsically motivating and engaging

Insights and discussion

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6. Birth of new innovative thinking



Insights and discussion

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ASC: After school closures, what questions should we be asking?

When is the right time to start thinking about the right questions?

When is the right time to start asking these right questions?

Do you have what you need to answer the right questions?

In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers.

MISTER ROGERS

Insights and discussion



Some questions to think about and discuss:

- What have we learned from this experience?
- What would we do differently based upon what we know today?
- What aspects of this experience will we carry forward?
- What do our people need to reflect thoughtfully on this experience?
- What do we need to know to leverage this experience effectively?
- What will the future look like for our district because of this experience?

Insights and discussion



What other district leaders have shared with us

This is helping us see the lack of interest in students and parents in learning. This will challenge us to change the strategies we are using and plan a different way to engage both students and parents.

I hope that this situation will bring to light the need to expand and emphasize the use of and training for instructional technology in our district.

The digital divide is real in rural America and it is a wall of \$.

Teachers are planning more together and are working on common assessment than ever before. This as well as the online PD has made a dramatic impact on our teachers and students.

Our community was not prepared for this. Our city/school district needs to invest more in devices for every student.

With remote online learning we have had to learn new ways of providing instruction. In the future we will be better prepared for this.

Let's talk!



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