Reaching All Learners Through All Models:
Traditional, Blended, & eLearning

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Background Leading to this Inquiry (Slide 2)

Stress levels for educators are at an all time high during a pandemic. The mode of education teachers provide can change at a moment's notice, which teachers want to assure students are learning at high levels no matter how teaching and learning is occurring. Teachers have high expectations of themselves, and want to be prepared in the event they do switch from traditional in-person learning to eLearning. This school year we want to focus the actions of our school improvement goal towards the purposeful use of technology in both the traditional and virtual settings.

Purpose of the Inquiry (Slide 3)

Therefore, the purpose of this inquiry is to ensure all staff and students are fluent in virtual and in-person learning tools, while receiving consistent support from their building leaders.

Our Wondering (Slide 4)

With this purpose, we wondered how we assure all students are learning at their differentiated levels with the potential of eLearning or Blended settings.

Our Actions (Slide 5)

Following professional development and eLearning practice for teachers, academic teachers provided feedback through a Google form. We also provided a similar form following two eLearning snow days. These forms included reflective feedback of the success of the teaching and learning, as well as instructional tools utilized. There were also open ended questions to help guide future PD and support.

At the beginning of the year, I was direct with my staff that I expect teachers to regularly practice Canvas to assure everyone is prepared to move to eLearning if necessary. Through feedback from our teacher PLC Design Team, they insisted that we have designated days and times that were not negotiable. They felt that it would be too easy to put it off for a later time if not provided with directives of when to do this. These designated days and times were a minimal

expectation, as teachers were encouraged and supported to practice and implement more regularly.

Along with sending home devices nightly starting in November, we had all families complete a Device Agreement form. This email communication went to families multiple times, and phone calls were made until there was an agreement for every student on file. We also provided consistent expectations of students, as well as teachers having the students use the devices at home for homework. We felt the added practice at home would be strong preparation in the event that online learning became reality for our school community.

Data Collection (Slides 6-8)
These responses are from the Google Forms teachers completed. The first two forms are following school-wide practice days, and the third form is following eLearning. Along with tracking teaching & learning levels of successes, we also wanted to know what tools teachers were using in Canvas. We found that Screencastify was used heavily in October, as they were fresh off of training when this occurred. The same can be said for Nearpod during the December practice. There were also varied open-ended questions that helped drive future PD's and added supports. The Nearpod training was originally supposed to be differentiated per grade level need, but all grade levels had Nearpod at the top of their lists. So they received this 45-minute training during 1/2-day PLC's that were provided for teacher grade level collaboration.

Data Collection (Slide 9)
During the school lockdown in the spring of 2020, teachers optionally completed a HRS survey for the district. After dissecting this data, we felt that this would be a good benchmark to compare/contrast teachers' analysis of school leaders' support for teachers with technology. The second round of questions were included on the May 2021 Google Form, which supports that teachers feel supported.

Data Collection (Slides 10-11)
Through all of this, we still wanted to assure students were learning at high levels. NWEA benchmark data allows us to measure growth over time. Teachers got creative in how they differentiated for students. One grade level worked together to provide differentiated lessons using pre/post data, which were implemented during our designated RTI block. Grade 3's growth was higher than ever before, which they followed up by providing whole school PD to allow others to explore their collaborative practices.
Grade 2 not only began using Words Their Way for the first time this school year, they are doing it all through Canvas. There is strong collaboration among the grade level to make this a success, which they also plan to do this in future years too. Grade 2 had strong growth on their NWEA Reading benchmark.

Our Discoveries (Slide 12)
Teacher feedback is important in school decision making. Teachers had a voice in their professional development needs, which we believe provided ownership and investment.

Many teachers wanted to be successful, but they communicated that directives for specific practice times assured the practice and eliminated procrastination.

Communication with families and practice at home were instrumental to success. Ultimately, eLearning and/or blended learning cannot be successful without parents supporting their children at home. Teacher reflection on the March 2020 Google Form confirms this, as the eLearning days due to inclement weather were a success.

Teachers' stress levels decrease when provided with proper support and training. The same can be said for parents if provided with strong communication. While teachers continued to have high levels of stress, especially when new data was released from the Indiana Department of Health, they did feel better prepared if we were to move to eLearning or Traditional Learning.

Where We Are Headed Next (Slide 13)
We want to continue providing professional development opportunities for teachers to implement technology with purpose in all settings. Technology has become more purposeful in our daily practice, which is why we want to continue this growth.

Utilizing student achievement data, this will help determine our next school improvement plan. We've had Math as a key focus in our building the past few years, which we are seeing more success in that area. Our NWEA data shows that we may need to turn our emphasis to Reading.

Just as we did with professional development for online learning, we need to continue seeking teacher feedback to provide professional development opportunities focused on literacy. There are many components to a balanced reading block, which teacher feedback may help us with our starting points.

Bibliography (Slide 14)

Fisher, D., Frey, N., Hattie, J. The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting. Corwin Press: 2020.

Whitaker, Todd. What Great Principals Do Differently: 18 Things That Matter Most, 2nd Edition. Routledge: United Kingdom, 2013.

Pink, Daniel H. When: The Scientific Secrets of Perfect Timing. Riverhead Books: New York, 2018.

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NORTH GROVE VIKINGS

Background Leading to This Inquiry

Stress levels for educators are at an all time high during a pandemic. The mode of education teachers provide can change at a moment's notice, which teachers want to assure students are learning at high levels no matter how teaching and learning is occurring. Teachers have high expectations of themselves, and want to be prepared in the event they do switch from traditional in-person learning to eLearning. This school year we want to focus the actions of our school improvement goal towards the purposeful use of technology in both the traditional and virtual settings.

Background Leading to This Inquiry

Therefore, the purpose of this inquiry is to ensure all staff and students are fluent in virtual and in-person learning tools, while receiving consistent support from their building leaders.

MY WONDERINGS...
How do we assure all students are learning at their differentiated levels with the potential of eLearning or a Blended setting?

- ❖ How will building leaders assure staff have adequate resources and training to be successful when teaching virtually?
- ❖ How will building leaders and teachers ensure students have adequate resources and training to be successful when learning virtually?
- ❖ How will PLC Teams work together to meet the individual needs of all students, when the practice of flexible grouping between teachers is not being implemented (in-person learning)?
- ❖ Will teachers be less stressed when they feel better prepared?

MY ACTIONS

Action 1

Utilize teacher feedback data to drive professional development for teachers to learn more and implement technology resource tools supported in Canvas.
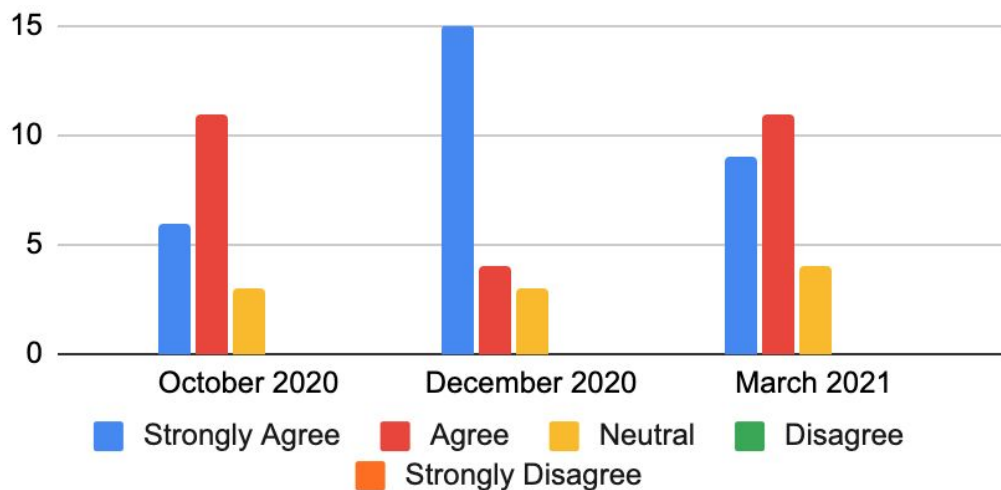
Action 2

Implement building wide eLearning practice days and times, assuring all students and teachers have the opportunity to practice teaching and learning through the Canvas platform.

Action 3

Send home student devices nightly, allowing students and parents to get more familiar with the device and online programming.

DATA COLLECTION

The eLearnings was extremly successful for my class.

	October 2020	December 2020	March 2021
Strongly Agree	6	15	9
Agree	11	4	11
Neutral	3	3	4

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

This data supports that teachers' confidence grew through the school year. The March data is very powerful, as this reflection is following realtime snow days (v. practice eLearning days).

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DATA COLLECTION

We were very excited for this data, as the success of the real time snow days were validation of our work. In classroom practice and access to devices at home throughout the year supported eLearning when the time came.
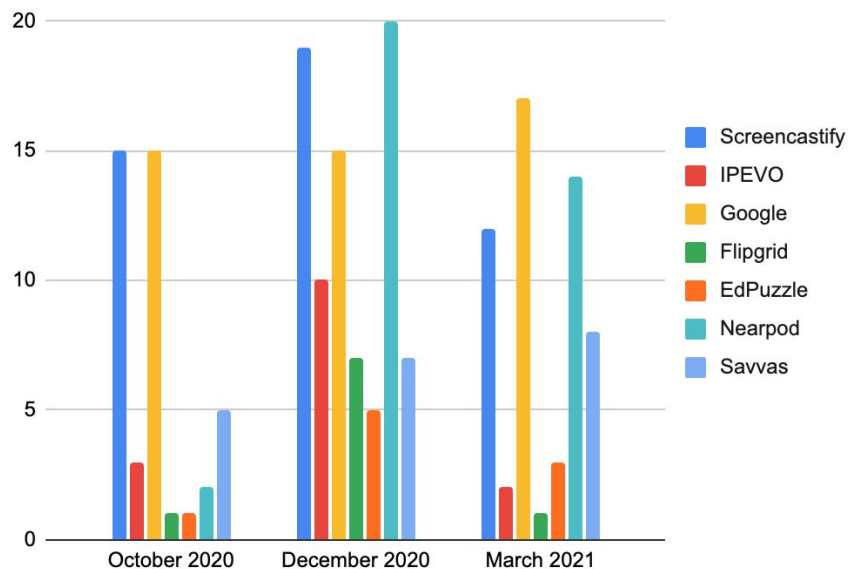

Students were able to log into Canvas without added support.
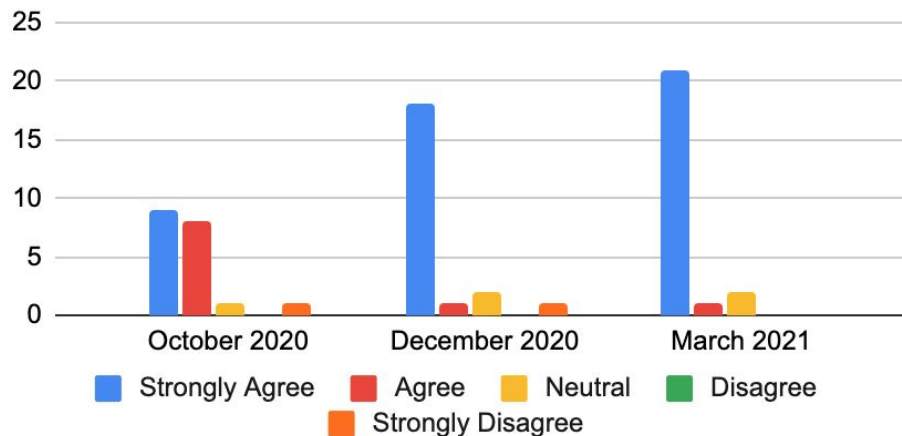
DATA COLLECTION

If provided adequate training, our teachers will integrate newly learned tools. On the eLearning practice days, there was a sense of safety to use new tools (Screencastify, Nearpod). On the snow day, many teachers stayed in their comfort zone to assure success.


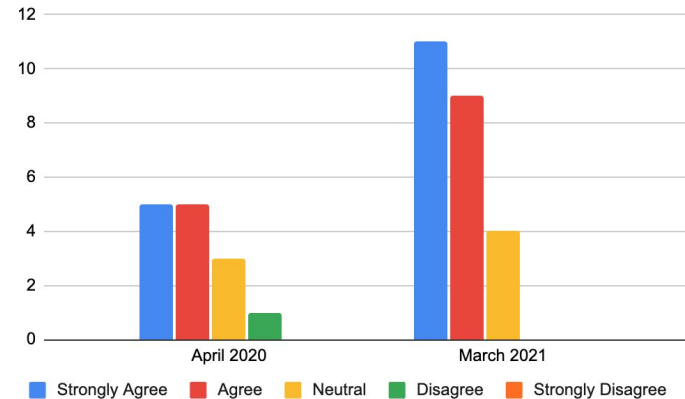# of teachers using identified tools during designated eLearning times.

Legend: Screencastify, IPEVO, Google, Flipgrid, EdPuzzle, Nearpod, Savvas

X-axis: October 2020, December 2020, March 2021

DATA COLLECTION

These two pieces of data are from questions 53 & 54 of the High Reliability School survey, which allowed us to compare/contrast real time vs. the lockdown period. More staff answered during the second survey, as the first was optional. This data reflects that teachers feel that they have been provided opportunities for growth.

School leaders direct the use of technology to improve teaching and learning.

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
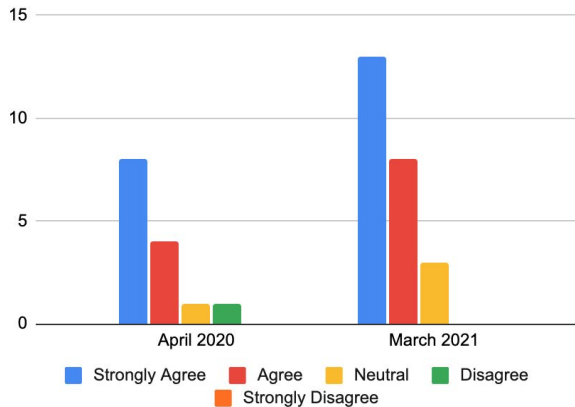
School leaders provide adequate trainng for the instructional technology teachers are expected to use.

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

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DATA COLLECTION

Ultimately, collaboration plays a huge part in success. Grade 3 had so much success with flexible grouping using Canvas, that they plan to continue this same practice next year. They also providing a school wide professional development to share their data driven planning and collaboration.

NWEA MATH Benchmark Data (% of students)						
Grade	Date of Benchmark	High	High Avg.	Avg.	Low Avg.	Low
K	Sept. 2020	29	28	19	18	6
K	Feb. 2021	28	29	16	13	13
1	Sept. 2020	17	32	23	19	9
1	Feb. 2021	18	22	26	22	13
2	Sept. 2020	26	24	16	18	16
2	Feb. 2021	22	32	18	16	12
3	Sept. 2020	29	26	21	17	6
3	Feb. 2021	37	33	17	8	5
4	Sept. 2020	31	26	23	10	10
4	Feb. 2021	23	29	18	18	14
5	Sept. 2020	48	20	13	13	5
5	Feb. 2021	42	23	14	15	7

DATA COLLECTION

Thinking about the amount of training teachers have had with our school improvement goal that's focused on math, planning for reading was more challenging during a time of social distancing and online learning. This data will be powerful as we look at next year's school improvement goal.

NWEA READING Benchmark Data (% of students)						
Grade	Date of Benchmark	High	High Avg.	Avg.	Low Avg.	Low
K	Sept. 2020	17	24	31	25	4
K	Feb. 2021	25	24	21	15	15
1	Sept. 2020	15	23	18	27	17
1	Feb. 2021	18	18	20	25	21
2	Sept. 2020	36	9	13	16	26
2	Feb. 2021	29	30	12	7	22
3	Sept. 2020	42	30	13	8	8
3	Feb. 2021	39	28	17	10	6
4	Sept. 2020	36	28	15	12	9
4	Feb. 2021	35	28	15	14	8
5	Sept. 2020	41	27	18	11	3
5	Feb. 2021	35	27	20	8	10

OUR DISCOVERIES

Learning Statement #1

Teacher feedback is important in school decision making. Teachers had a voice in their professional development needs, which we believe provided ownership and investment.

Learning Statement #2

Practice makes perfect! Many teachers wanted to be successful, but they communicated that directives for specific practice times assured the practice and eliminated procrastination.

Learning Statement #3

Communication with families and practice at home were instrumental to success. Ultimately, eLearning and/or blended learning cannot be successful without parents supporting their children at home.

Learning Statement #4

Teachers' stress levels decrease when provided with proper support and training. The same can be said for parents if provided with strong communication.

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WHERE AM I HEADING NEXT

Continue providing professional development opportunities for teachers to implement technology with purpose in all settings.

Utilize student achievement data to determine our next school improvement plan.

Seek teacher feedback to provide professional development opportunities focused on literacy.

BIBLIOGRAPHY

◈   Fisher, D., Frey, N., Hattie, J. *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting.* Corwin Press: 2020.

◈   Whitaker, Todd. *What Great Principals Do Differently: 18 Things That Matter Most, 2nd Edition.* Routledge: United Kingdom, 2013.

◈   Pink, Daniel H. *When: The Scientific Secrets of Perfect Timing.* Riverhead Books: New York, 2018.