

Educational Service Unit Coordinating Council
Information Services Committee Meeting
Monday, May 4, 2020, 8:00 AM
Zoom, 6949 South 110th Street, LaVista, NE 68128

1. Call to Order

2. Roll call

3. Agenda Item

1. DE2TAILS - Innovation Grant

2. Equitable Access and Digital Resources Innovation Grant

3. Staff Reports

1. Scott Isaacson

2. Rhonda Eis

4. Next Meeting Agenda Items

5. Adjournment

{{Name: Agenda Item Name}}

{{Discussion: Agenda Item Discussion}}

{{Comments: Agenda Item Comments}}

{{Actions: Agenda Item Actions}}

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as: (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; (b) Discussion regarding deployment of security personnel or devices; (c) Investigative proceedings regarding allegations of criminal misconduct; (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length. Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes. (4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the

agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if: (a) Reasonable advance publicized notice is given; (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used; (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference; (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and (e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing. Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if: (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county; (b) Reasonable advance publicized notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section; (c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, or entity or pool or at a place which will accommodate the anticipated audience; (d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used; (e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call; (f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; (g) The telephone conference call lasts no more than five hours; and (h) No more than one-half of the board's, council's, governing body's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call. Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified Daily Documentation 1st Quarter in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

84-1412. Meetings of public body; rights of public; public body; powers

and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if: (a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction; (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience; (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance; (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state; (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; (f) Reasonable arrangements are made to provide viewing at other in-state locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and (g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the in-state location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 6-3-19



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DATA-DRIVEN ECOSYSTEM ENHANCING TEACHING AND IMPROVING LEARNING FOR STUDENTS (DE²TAILS)

EVALUATION REPORT

PREPARED FOR:



EDUCATIONAL SERVICE UNIT COORDINATING COUNCIL
6949 SOUTH 110TH STREET
LAVISTA, NE 68128

MARCH 2020



DATA-DRIVEN ECOSYSTEM ENHANCING TEACHING AND IMPROVING LEARNING FOR STUDENTS (DE²TAILS)

EVALUATION REPORT

PREPARED FOR:



ESUCC EXECUTIVE DIRECTOR
6949 SOUTH 110TH STREET
LAVISTA, NE 68128

MARCH 2020

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PROJECT BACKGROUND

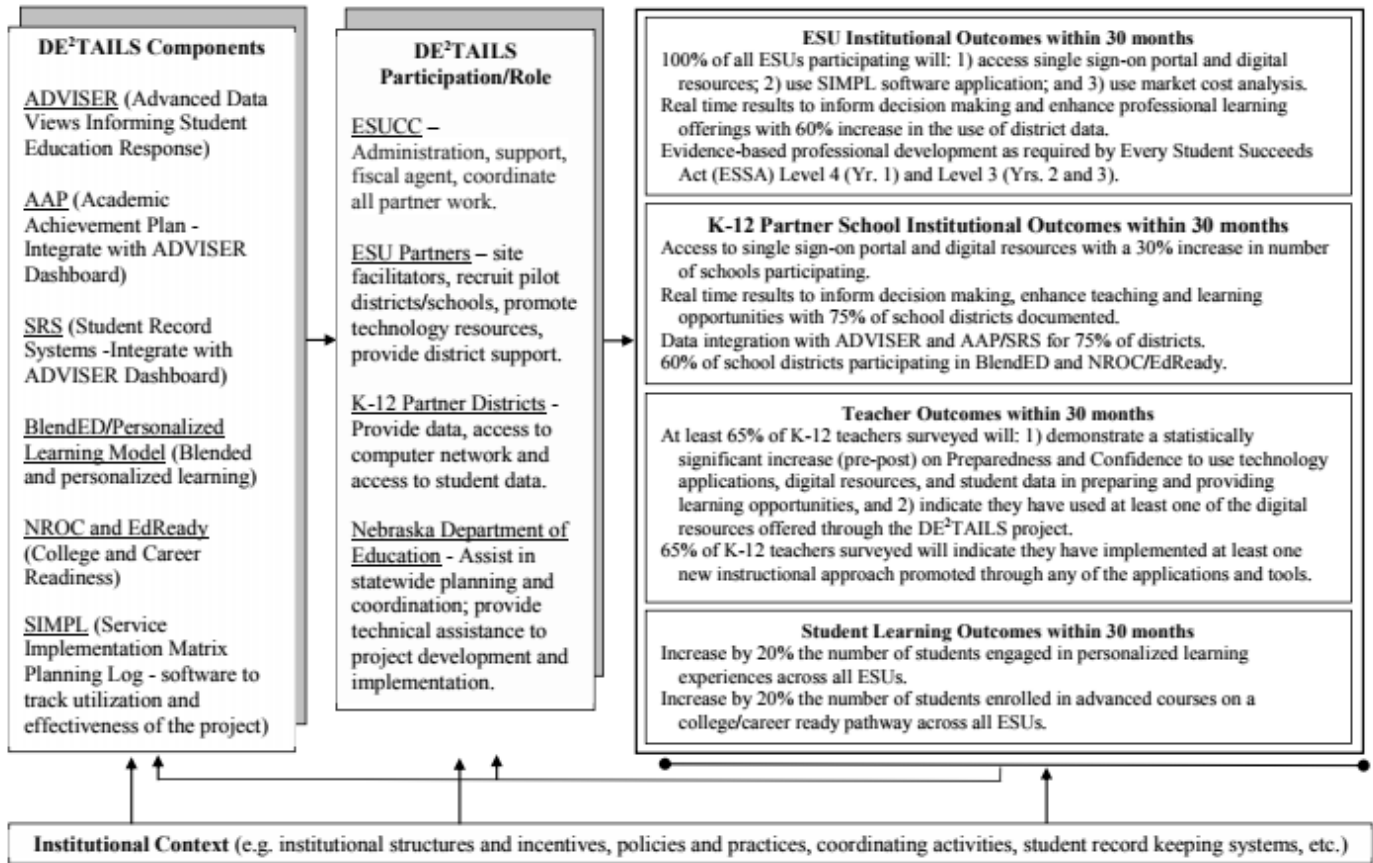
In the state of Nebraska, as per State Statute 79-1246, the Educational Service Unit Coordinating Council (ESUCC) is charged with coordinating statewide efforts with all Educational Service Units (ESUs) leading 17 ESUs serving 245 school districts employing 22,000 teachers educating 307,000 students. Funded by the state innovation grant in the 2016/17 school year, ESUCC developed the “Data-Driven Ecosystem Enhancing Teaching and Learning (DE²TAILS)” project, integrating multiple state data systems and resources into an ecosystem of support, tools, resources, and data designed to enhance an environment centered around blended and personalized learning.

The DE²TAILS framework incorporates the five applications/components within a shared data store. This project proposed to: (1) develop an integrated technology ecosystem through a secure, trusted data infrastructure Advanced Data Views Informing Student Education Response (ADVISER) by integrating multiple technology systems through a single sign-on portal; (2) design an integrated system application for the Academic Achievement Plan (AAP) and Student Record Systems (SRS) with ADVISER to address the needs of at-risk and high needs students; (3) use technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendEd/Personalized Learning Environment; (4) provide a baseline collection of online digital resources for student access improving college and career readiness through NROC/EdReady; and (5) develop a statewide software Service Implementation Matrix Process & Log (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to drive informed decision making. ESUs, public schools, educators, and students will have access to a “one-stop shop” of online tools, applications, student-level data, and resources for professional and student learning.

Within the funding period, the DE²TAILS project proposed to develop this technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of teacher and student support to bring positive impact on ESU institutional changes, K-12 partner school institutional outcomes, teacher practices, and ultimately student academic achievement.

































Exhibit 1 presents a logic model that reflects hypotheses about the relationship between DE²TAILS primary impacts on ESUs, partner districts, and participating teachers, which in turn will lead to impacts on students in these systems. The logic model also serves as a basis for the evaluation design and is used to guide data collection and analysis.

EXHIBIT 1. ESUCC DE²TAILS LOGIC MODEL



RMC Research Corporation serves as the external evaluator of this innovative project conducting a mixed method quasi-experimental study to assess the implementation and impact of the grant. The evaluation will: (1) assess whether the project is making satisfactory progress towards its stated goals; (2) recommend reasonable, evidence-based adjustments to project plans and activities; (3) support the development and validation of survey and assessment tools; and (4) describe the impact of the DE²TAILS project. As conveyed in Exhibit 2, RMC Research has developed a set of key questions that guide the evaluation process, along with identification of specific data collection methods to answer these questions. These key questions assist RMC Research Corporation in providing both a formative and summative review and corresponding set of recommendations to inform program changes and applications during the implementation of the DE²TAILS project.

EXHIBIT 2. EVALUATION QUESTIONS AND MEASURES

Evaluation Questions	Data Collection Methods			
	Interviews	Focus Groups	Document Analysis	Surveys
1. To what extent has DE ² TAILS met its articulated goals? How does DE ² TAILS...				
a. Develop and implement the integrated ecosystem with multiple components to ensure data, tools, and resources are available to users at ESUs and schools?				
b. Enhance participating ESUs, districts, and schools' ability to engage more effectively and efficiently with technology supports for data access and analysis?				
c. Use technology to personalize student learning in the classroom?				
d. Develop and implement statewide software for visualization and rapid analysis of professional development and instructional practice?				
2. To what extent does participation in DE ² TAILS activities...				
a. Demonstrate a significant increase in participant preparedness to use technology applications, digital resources, and student data in preparing and providing learning opportunities?				
b. Demonstrate a significant increase in participant confidence to use technology applications, digital resources, and student data in preparing and providing learning opportunities?				
c. Promote participants' use of at least one of the digital resources offered through the project?				
d. Increase student engagement in personalized learning experiences?				
3. What factors impede or facilitate progress toward DE ² TAILS goals?				
4. What progress has been made toward sustaining and "scaling up" DE ² TAILS activities and strategies?				

METHODOLOGY

DATA COLLECTION

The DE²TAILS evaluation employs a mixed-methods approach to generate both quantitative and qualitative data to examine and respond to the evaluation questions, undertaken initially across two stages, and ultimately across a third stage of the project. Quantitative data were collected from instruments developed for this project and surveys and observation protocols that were previously developed and administered; while qualitative data were collected from open-ended questions from the survey instruments, program documents, group meeting notes, and staff interviews over the course of 2017/19 project years. The current report summarizes finding the development and implementation of the five applications/components within the data ecosystem and examines the program impact on stakeholders. This evaluation utilizes a combination of program documents, group meeting observations, staff interviews, participant interviews, survey instruments, and classroom observation data.

QUALITATIVE METHODS



Project documents were reviewed to gain insights into program development and implementation, participant recruitment, professional development efforts, and DE²TAILS project progress. The document analysis included an examination of progress documents in seven areas, including AAP/SRS, BlendEd, NROC/EdReady, SIMPL, SIMPL Pilots, meetings and communication, and technology. Documents were requested from project staff between February 2017 to December 2019. For BlendEd, responses to the open-ended questions were collected from the professional development evaluation survey to provide formative feedback to further participant trainings.

Telephone interviews were also conducted in May/June 2018 with administrators and teachers who participated in the BlendEd project. A computer-generated random sample was initially used to contact participants seeking an interview. Later, to recruit more respondents, RMC Research staff sent an e-mail to all other identified participants seeking an interview about the program. RMC Research staff conducted interviews with a total of nine teachers and five administrators. Interview questions were focused on implementation, impacts, facilitators and challenges, and lessons learned. Respondents also contributed multiple suggestions for program improvement.

Among the nine teachers interviewed for the report were two who taught at the elementary level, two who taught at the middle school level, and four who taught in high schools. One respondent served as a technology specialist and coach for blended learning. Subjects taught by the six middle and high school teachers included language arts, history, geography, music, science, and Spanish. Two administrators mentioned participation in state trainings for BlendEd; all five administrators stated they were actively engaged in supporting the integration of blended education into classrooms.

Observation data were collected between fall 2018 to winter 2019 from participating BlendEd teachers to assess teacher-student interaction, student-student interaction, instruction, student learning experience, and classroom culture. Feedback from BlendEd professional development sessions were also gathered through teacher surveys to measure teachers' perceptions of professional development quality and the preparedness of their implementation of BlendEd.

In addition, project leaders from ADVISER, BlendEd, EdReady, and SIMPL were asked to complete an e-mail interview at the end of each year between 2018 and 2019 to describe progress made on objectives, factors that facilitated and posed challenges to project progress, issues that participants raised about their experiences with the project, and what was done to address issues, and suggestions for project improvement.

Program documents, open-ended responses to the BlendEd professional development evaluation form, BlendEd observation responses, and leadership interview data were further analyzed using an approach that closely follows methods explicated by Miles, Huberman, and Saldaña (2019).¹ This approach emphasizes well defined study variables to ensure the comparability of data and reduction of data using data displays and matrices so that the common themes can be identified. The program documents were analyzed for trends to examine program progress, the open-ended questions were examined to determine professional development impact and recommendations for future training, and the interview responses were gauged for program implementation and impact on participants.

QUANTITATIVE METHODS



Surveys were administered to participating BlendEd teachers and students to collect perceptual data on a range of outcome variables. The student survey and teacher survey were administered to the pilot participants for BlendEd using Google forms. BlendEd coaches used an observation protocol to conduct classroom observations throughout the pilot year and provided observation ratings. RMC Research reviewed the survey instruments and observation data and estimated the psychometric features of the instruments. Based on the analysis results, RMC Research modified the existing teacher and student surveys and included the following measures: BlendEd learning experience, academic engagement, perceived program impact, and demographic information for the student survey; and BlendEd implementation fidelity, level of support received, preparedness and confidence to teach, job satisfaction, perceived impact, and demographic information for the teacher survey (complete surveys may be found in the Appendix).

Another instrument developed by the evaluator was the evaluation form for the BlendEd professional development. Descriptive statistics were estimated based on participant responses to summarize professional development impact and recommendations for further professional development sessions.

¹ Miles, M. B., Huberman, A. M., and Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. (4th ed.) Thousand Oaks, CA: Sage.

FINDINGS

SUMMARIES OF DATA SOURCES

DOCUMENT REVIEW

Program documents were collected from the DE²TAILS project in seven areas: AAP/SRS, BlendEd, NROC/EdReady, SIMPL, SIMPL Pilots, meetings and communications, and technology. A sample of documents such as PowerPoint presentations, meeting notes, and recruitment materials were reviewed. Surveys, observation protocols, and spreadsheets that contained project data were not included in the review.

The review showed that each of the projects' components is making progress towards its objectives, communication among participants is shared, and action steps are documented. There were numerous PowerPoint presentations and webinars that described the project's goals, objectives, and evaluation design. Meeting notes included agendas, tasks that needed to be accomplished, links to project documents, decisions made, and next steps.

EdReady prepared a project report in 2019 to inform stakeholders about the progress of its efforts. As of December 15, 2019, EdReady had more than 9,650 student accounts and 749 teacher accounts in Nebraska. Over 1,700 learning goals were established for students. The EdReady participants utilized the program for different purposes. Thirty-one percent (31%) of them used EdReady to reinforce foundational skills for future learning in mathematics or English language arts (ELA), 30% of them used EdReady to supplement skills while taking a mathematics or ELA class, and 29% of the users adopted EdReady to identify and revisit possible gaps in identified mathematics or ELA skills. Among the users, 65% of the students working inside a specific EdReady ACT Math Prep module made progress and improved their test score.

Materials regarding SIMPL included presentations about the three stages of the project: data dig, services planning, and implementation, as well as the rubric development. A timeline for the SIMPL pilot gave monthly tasks for each phase of implementation. Memos from the law firm advising the ESUCC discussed legal issues that may arise under the DE²TAILS data system and applicable federal and state laws pertaining to data privacy. In 2018, SIMPL developed an Online Tool Manual which was distributed statewide and contained information on software access and user roles as well as detailed instructions for schools and administration to utilize the system and update data on services, reports, test scores, activity logs, and other areas. Bimonthly meetings were held with project leadership/research team members from ESUCC, SIMPL, BlendEd/NROC, and RMC Research and covered topics ranging from training for SIMPL software to data security policies and procedures.

Feedback was collected from the SIMPL users on its strengths, weaknesses, and areas of improvement. The strengths of SIMPL centered around its accessibility from different devices and how it is tied to single sign-on (SSO) and AQUESTT, easy data input for cost analysis, accountability, and user-friendly data visualization. Some users also liked that each ESU has autonomy to develop their plans and delivery of services through SIMPL. When asked about SIMPL's major weakness, respondents noted the data input was inconsistent across different ESUs, therefore, it might be difficult to compare services across ESUs. Respondents also made suggestions for future opportunities with SIMPL. Key remarks were including all ESUs; transferring the SIMPL process, especially the data dig, to other areas of ESU work;

including school districts as a consistent part of scoring process; developing a report library; and calculating value add by service category.

BLENDed CLASSROOM OBSERVATION

The Lighthouse Classroom Observation Rubric was used by BlendEd coaches to examine teachers’ classroom practice when implementing BlendEd learning. As the rubric examined composite domains based on clusters of similar items to create measures that were more robust and reliable, internal consistency of these composite variables were estimated based on the 2017/18 observation data. Exhibit 3 presents information about the internal consistency of the observation rubric estimated by Cronbach’s alpha.² As there is one item each for teacher-to-student interaction and student-screen interaction, internal consistency measure was not applicable to these two items. The four items measuring student learning experience had the highest internal reliability among all items, while classroom culture questions had lower internal consistency.

EXHIBIT 3. CLASSROOM OBSERVATION COMPOSITE VARIABLES

Composite Variables	N = 112 ³	
	Number of Items	Cronbach’s Alpha (α)
Teacher-to-student interaction	1	n/a
Student-to-screen interaction	1	n/a
Instruction	2	.604
Student learning experience	4	.671
Classroom culture	2	.541

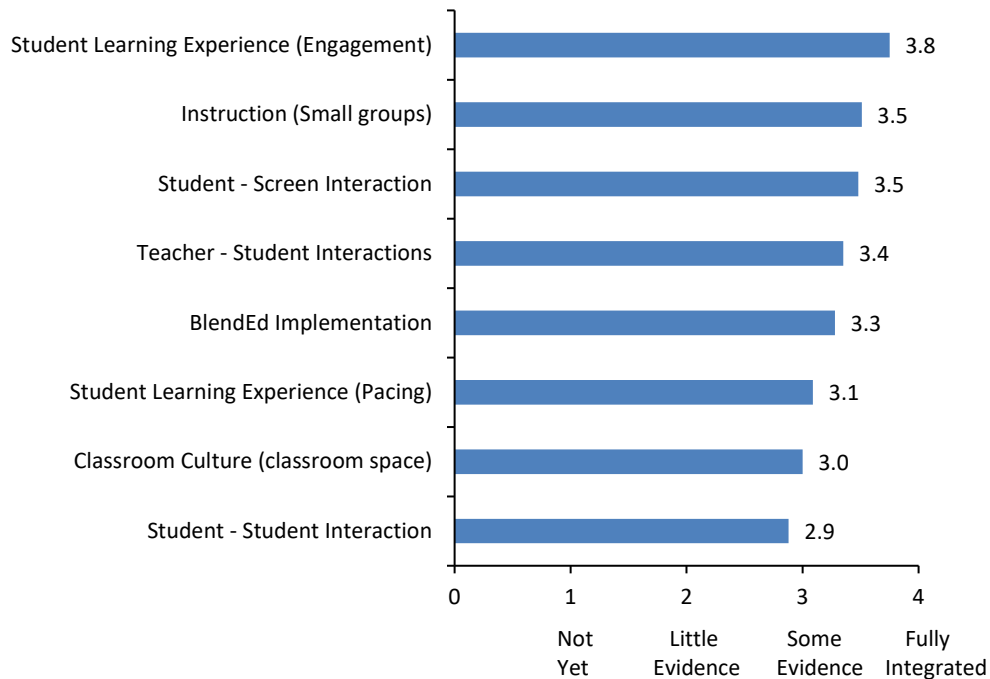
In the 2018/19 school year, the BlendEd team continued to conduct classroom observations in Nebraska. A total of 139 observations were conducted with 80 teachers teaching Grades 1-12 across 14 school districts and nine ESUs. Most of the classrooms observed had around 12-20 students (64.8%) in Grades 5-10 (76.9%). The major subject areas observed included ELA (33.1%), mathematics (27.3%), science (18.7%), and social studies (7.9%). The observer also attended a few classes of technology, business, world language, and other topic areas.

Exhibit 4 displays the overall observational ratings across all domains of the Lighthouse observation rubric. On a 4-point rating scale where 1 = not yet, 2 = little evidence, 3 = some evidence, and 4 = fully integrated, student engagement was rated the highest in the classrooms observed in 2018/19, indicating that strong evidence was observed for student engagement. Small group instruction and student-screen interaction also received higher ratings, suggesting that teachers demonstrated stronger evidence of conducting small group instruction and using technology in their BlendEd classrooms. Student-student interaction received the lowest rating, suggesting that only limited evidence was observed for student collaboration in a BlendEd class. Overall, observers found some evidence that teachers were implementing the BlendEd key domains in the observed classrooms.

² Cronbach’s alpha (α) is a measure of reliability, assessing the internal consistency of survey scales (i.e., the extent to which patterns of responses were consistent across respondents). Values range between 0 and 1. If $\alpha > 0.7$, the measures indicate high internal consistency.

³ N is the total number in a sample. n is the number in a subsample.

EXHIBIT 4. SUMMARY OF CLASSROOM OBSERVATION RATINGS (N = 138)



TEACHER SURVEY

The BlendEd learning program developed and administered a teacher survey during the 2017 school year. The survey included both Likert-scale items and open-ended questions to gather teacher data on a set of questions measuring the following domains: work environment, peer relationship, administrator support for teaching, personal development, beliefs about student achievement, perceived impact of BlendEd learning, work attitude, school learning environment, vertical communication across grades, expectations, school vision, parent communication, working effectively with diverse students, school morale, clarity of student outcomes, teaching to standards, and attitudes about learning and teaching. A total of 35 teachers responded to the survey instrument. Reliability analysis was conducted based on the responses.

Exhibit 5 presents information about the internal consistency of the teacher survey items by composite domains. As there is only one item for vertical communication across grades, internal consistency measure was not performed for this item. A few domains with two or three items per domain have an Alpha coefficient smaller than .70, indicating a low to medium internal consistency.

EXHIBIT 5. TEACHER SURVEY COMPOSITE VARIABLES

Composite Variables	N = 35	
	Number of Items	Cronbach's Alpha (α)
Work environment	8	.778
Peer relationship	2	.434
Administrator support for teaching	7	.901
Personal development	2	.438
Beliefs about student achievement	13	.897
Perceived impact of BlendEd learning	3	.722
Work attitude	2	.480
School learning environment	3	.529
Expectations	3	.774
School vision	4	.941
Parent communication	3	.865
Working effectively with diverse students	5	.842
School morale	4	.889
Clarity of student outcomes	2	.852
Teaching to standards	2	.710
Vertical communication	1	n/a
Attitudes about learning and teaching	2	.772

Based on the results, RMC Research further reviewed the survey items and developed a new teacher survey to reduce the amount of measurement domains but include more questions about BlendEd program implementation and perceived program impact (see Appendix). The revised instrument included the following domains:

- *Background information* including participant demographics, education background, teaching experience, and teaching certification received.
- *BlendEd implementation fidelity*. Items used a 4-point scale where 1 = never, 2 = rarely, 3 = sometimes, and 4 = always.
- *Preparedness to Teach* (adapted from RMC Research, 2007).⁴ Items used a 5-point scale where 1 = not at all prepared, 2 = somewhat prepared, 3 = moderately prepared, 4 = well prepared, and 5 = very well prepared.
- *Confidence to teach* (adapted from Yopp, Sutton, & Burroughs, 2010).⁵ Items used a 5-point rating scale where 1 = not confident at all, 2 = somewhat confident, 3 = moderately confident, 4 = very confident, and 5 = extremely confident.
- *Support for teaching* (adapted from Yopp, Sutton, & Burroughs, 2010). Items used a 5-point rating scale where 1 = not at all supported, 2 = somewhat supported, 3 = moderately supported, 4 = well supported, and 5 = very well supported.

⁴ RMC Research (2007). *Math in the Middle teacher survey*. Denver, CO: Author.

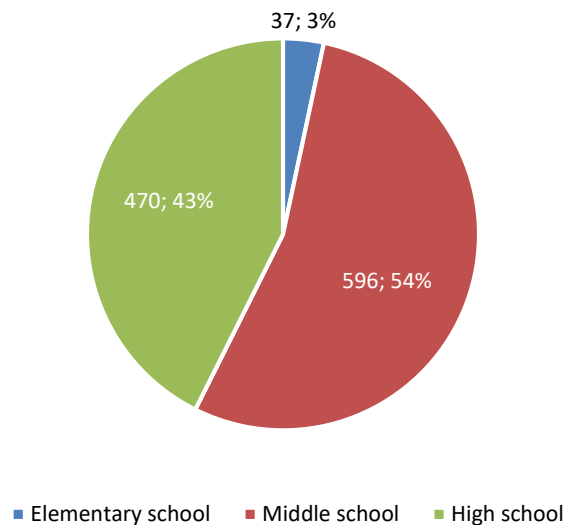
⁵ Yopp, D., Sutton, J., and Burroughs, B. (2010). *EMC measures: Teacher survey*. Examining Mathematics Coaching (EMC), Bozeman, MT: Montana State University and Denver, CO: RMC Research Corporation.

- *Job satisfaction* (adapted from the teacher job satisfaction questionnaire, Lester 1984).⁶ Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.
- *Perceived impact* (adapted from the BlendEd teacher survey). Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.

STUDENT SURVEY

In the BlendEd pilot study, a student survey was also administered to students taught by participating teachers. The survey included both Likert-scale items (1 = disagree, 2 = some of the time, 3 = most of the time, and 4 = agree) and one open-ended question asking what students need for success in their BlendEd learning class. A total of 1,238 students answered the survey. As Exhibit 6 shows, the vast majority were middle school students (43%) and high school students (54%).

EXHIBIT 6. STUDENT SURVEY GROUPS BY SCHOOL LEVEL (N = 1,238)

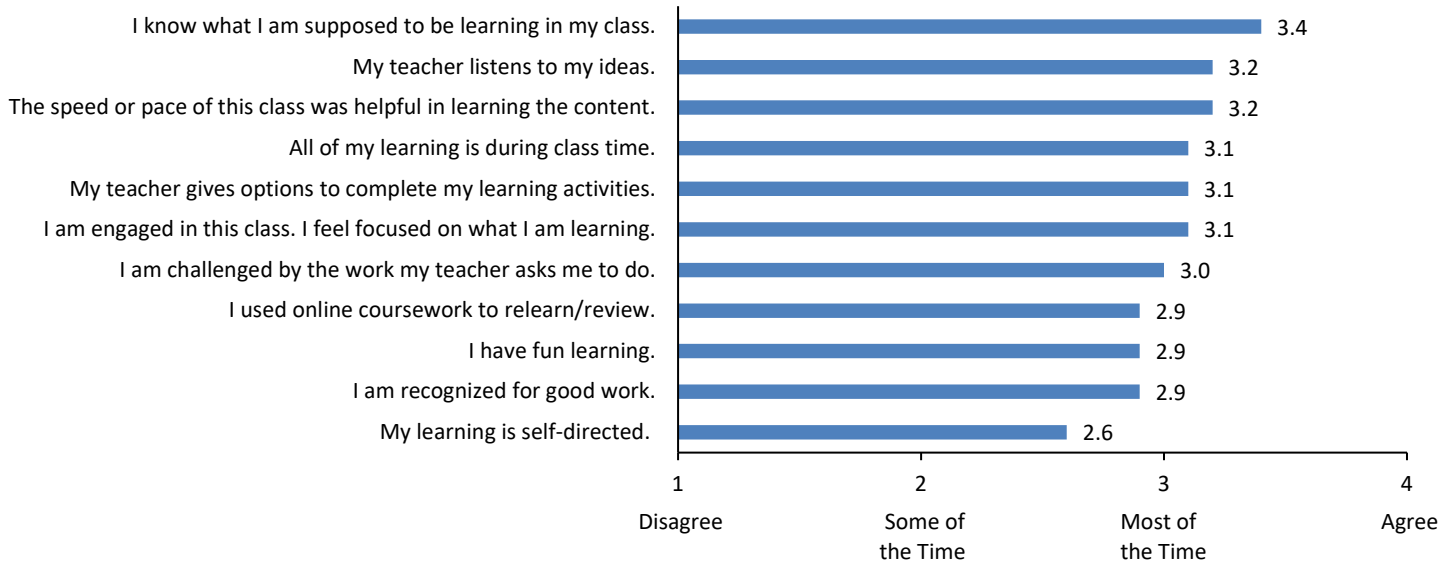


As there are no clearly defined composite variables for these items, the internal consistency test for the student survey was not conducted. RMC Research computed descriptive statistics for the Likert-scale items.

Exhibit 7 shows a summary of student responses for each survey question. Overall, average student ratings indicated that, most of the time, students agreed with statements about classroom expectations, teacher attention and class pace, use of classroom instruction time, student choice, engagement, and course challenge. Students were slightly less likely to agree they used online coursework to relearn/review; that they had fun learning; or they were recognized for good work. They reported that sometimes their learning is self-directed in a BlendEd class.

⁶ Lester, P. E. (1984). Teacher job satisfaction questionnaire. In P. Lester and L. Bishop (Eds.), *Handbook of tests and measurement in education and the social sciences* (pp. 147–150). Lanham, MD: Scarecrow Press.

EXHIBIT 7. SUMMARY OF STUDENT SURVEY RESPONSES (N = 1,238)



Further analyses by grade level are displayed in Exhibits 8 through 10. A cross-grade comparison indicates that students have the highest agreement on the statement “I know what I am supposed to be learning in my class” and the lowest agreement on “my learning is self-directed.” As their grade level increases, students seem to have more self-direction in their class. Elementary students and middle school students both agreed that most of the time they are engaged in a BlendEd class and feel focused on what they are learning. The student engagement, however, slightly dropped among high school students.

EXHIBIT 8. SUMMARY OF ELEMENTARY STUDENT SURVEY RESPONSES (N = 37)

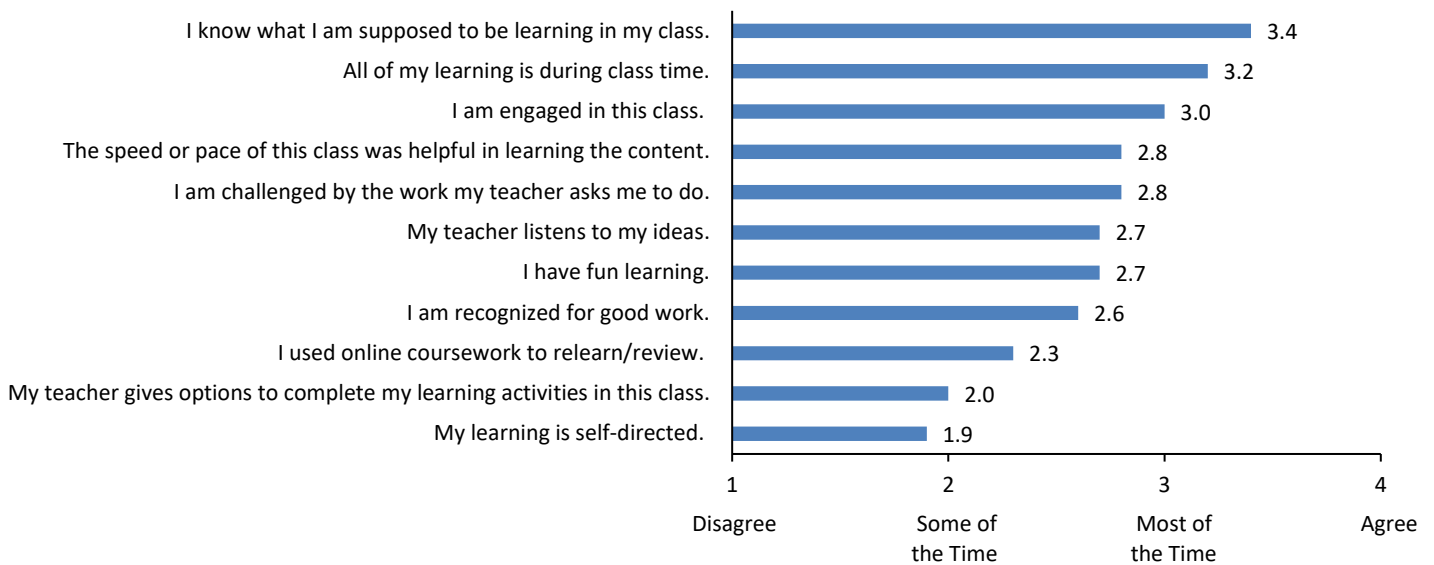


EXHIBIT 9. SUMMARY OF MIDDLE SCHOOL STUDENT SURVEY RESPONSES (N = 470)

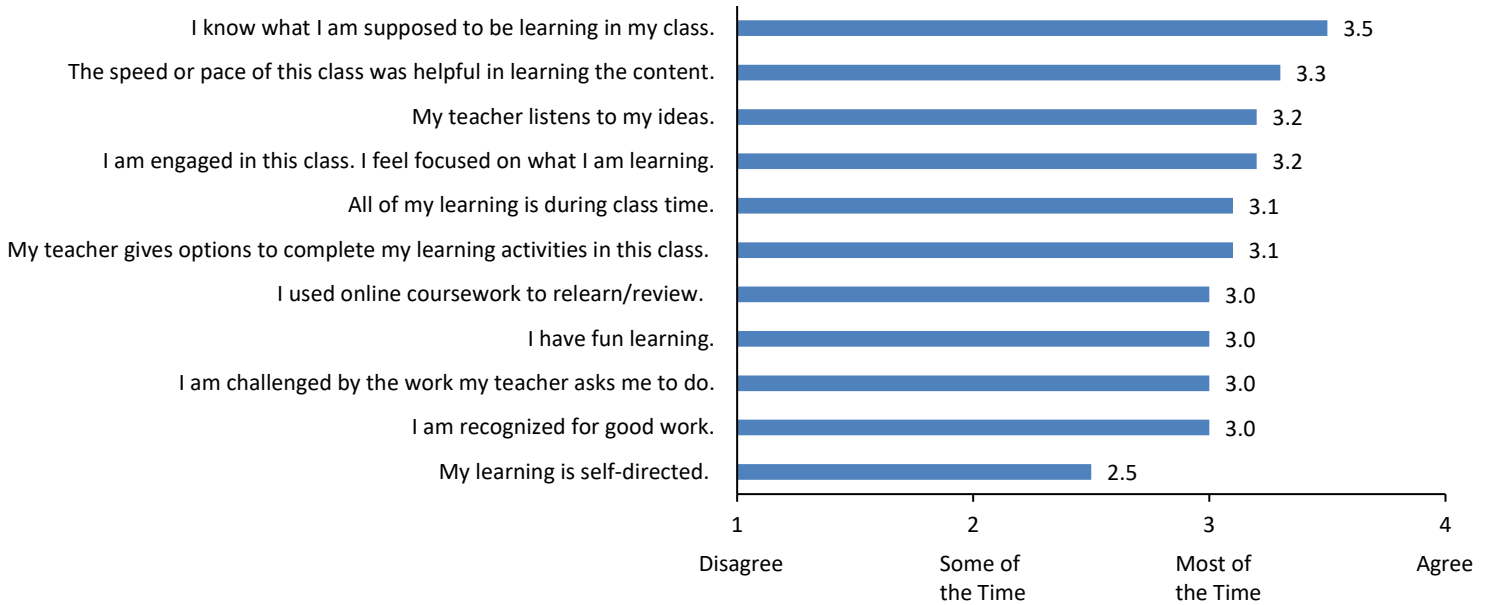
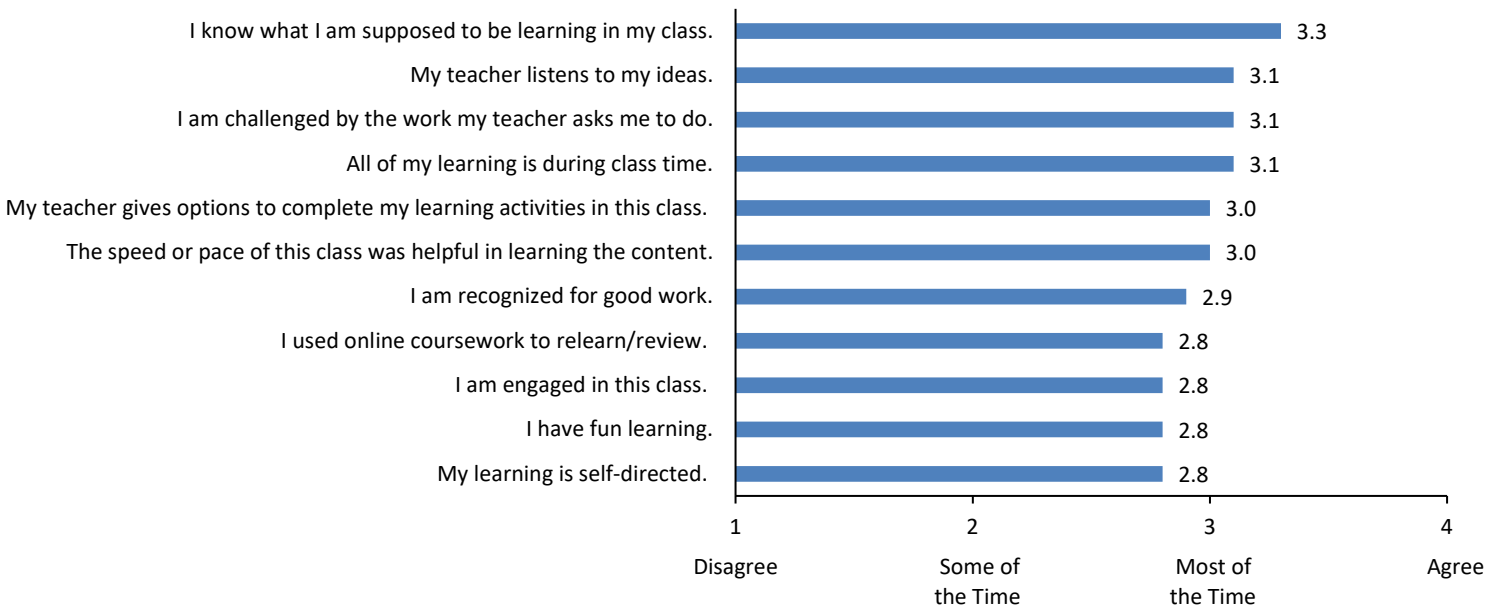


EXHIBIT 10. SUMMARY OF HIGH SCHOOL STUDENT SURVEY RESPONSES (N = 596)



RMC Research reviewed and revised the existing student survey to include more items that measure student academic engagement and perceived impact of BlendEd learning (see Appendix). The revised instrument included the following domains:

- *Demographic information* including participant gender, ethnicity, grade level, and subject areas for BlendEd learning.
- *BlendEd learning experience* (adapted from BlendEd student survey). Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.
- *Academic engagement* (adapted from Wang, Good, Fredericks, & Bachler, 2013).⁷ Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.
- *Perceived impact* (adapted from the BlendEd student survey and classroom observation rubric). Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.

BLEND^{ED} PROFESSIONAL DEVELOPMENT EVALUATION FORM

July 2017, BlendEd learning provided a day-long professional development training to all Cohort 1 teachers, including those who participated in 2016/17 and new teachers who will be implementing BlendEd classes in 2017/18. The purpose of the training was to review the 2016/17 implementation of BlendEd learning in the pilot classrooms, discuss lessons learned, and plan with participants how to teach BlendEd classes in the upcoming school year.

The training started with whole group and small group discussions about what worked in the pilot year and what teachers wanted to implement/adjust/improve/change. Participants worked in small groups organized by ESU regions to use Canvas, the BlendEd website designated for training and resource sharing to upload their thoughts and share with all participants. Next, attendees were divided into groups of administrators, second year pilot teachers, and new pilot teachers to have more targeted discussions with the BlendEd coaches. During the administrator professional development, participants reviewed their district data compared to statewide data, shared teacher student feedback gathered through classroom observations, and discussed how to support teacher personal learning goals and conduct teacher evaluation. For the veteran BlendEd pilot teachers, the BlendEd coach recapped the BlendEd Instructional Framework, but focused on sharing BlendEd learning resources and research based best practices that teachers can use in their classroom. She also led a discussion with teachers about how to promote student ownership in their own learning. The first-year teachers' session focused on how to get started with BlendEd teaching and learning. The training also included practice sessions where teachers could collaborate to develop their own BlendEd lesson plans.

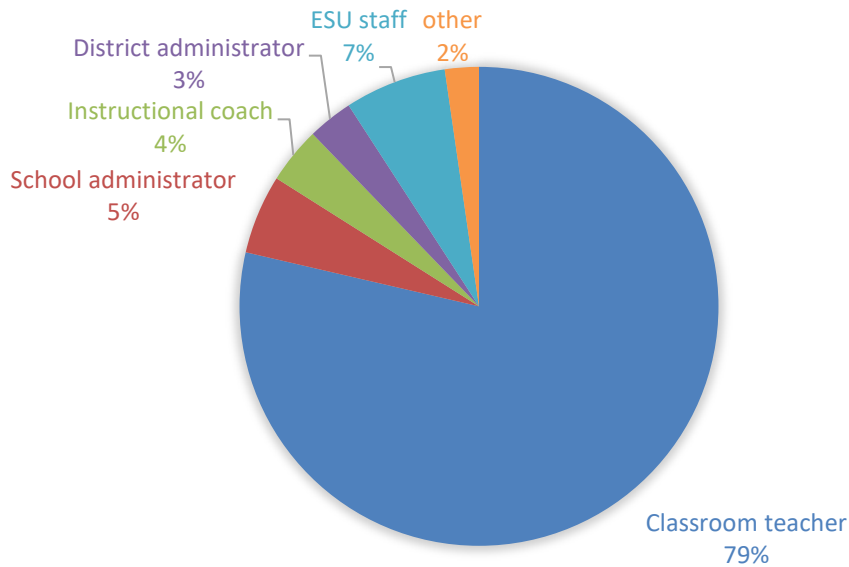
In summer 2019, BlendEd continued to offer the same professional development sessions to the current and future BlendEd teachers. At the end of the professional development, participants were asked to complete an online evaluation form to evaluate their professional development experience. The form

⁷ Wang, X., Good, B., Fredericks, L., & Bachler, S. (2013). *JA Personal Finance™ evaluation report*. Denver, CO: RMC Research Corporation.

included two Likert-scale questions and six open-ended questions. A total of 131 participants responded to the professional development evaluation form. Descriptive analysis was conducted for each Likert-scale question.

Exhibit 11 indicates that the vast majority of respondents were classroom teachers (79%), followed by ESU staff (7%) and school/district level administrators (8% total). Several instructional coaches, and technology staff also responded to the evaluation form.

EXHIBIT 11. BLENDED PROFESSIONAL DEVELOPMENT EVALUATION RESPONDENT GROUPS



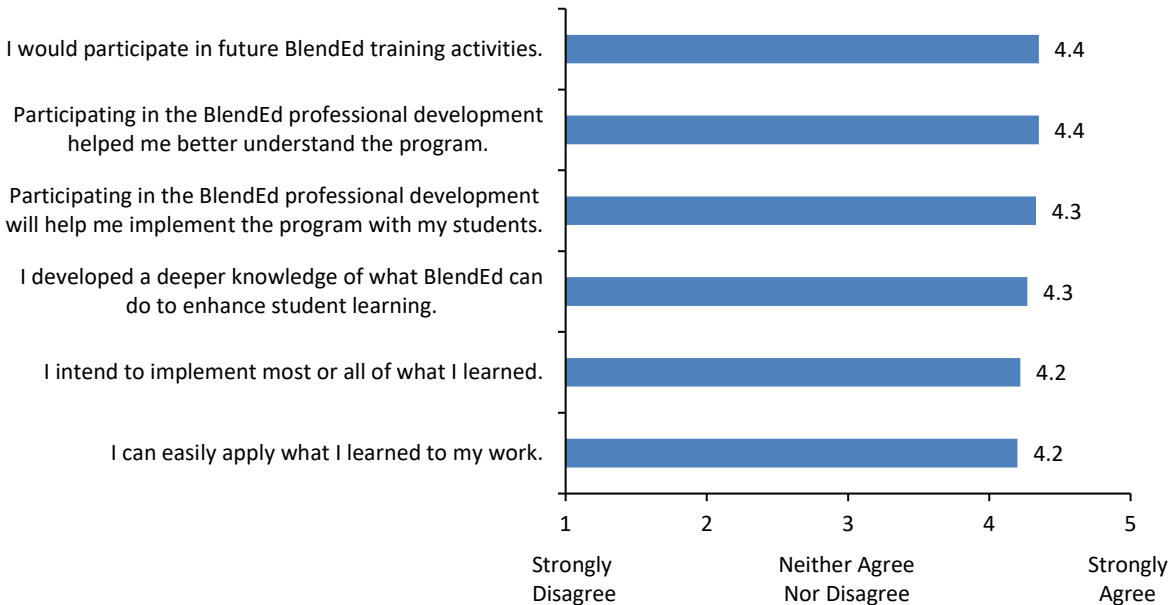
When asked to rate their experience for the day-long BlendEd professional development/training on a 5-point scale where 1 = poor, 2 = below average, 3 = average, 4 = above average, and 5 = excellent, the vast majority of respondents agreed that overall the BlendEd training was above average to excellent, suggesting an overall high quality of the professional development. Exhibit 12 shows that respondents gave the highest rating to instructor preparedness. They also agreed they had a good opportunity and sufficient time to engage and participate in the professional development activities. While still above average, lower ratings were given to personal level of engagement in the professional development.

**EXHIBIT 12. SUMMARY OF BLEND^{ED} PROFESSIONAL DEVELOPMENT
EVALUATION RATINGS: PROGRAM QUALITY (N = 131)**



The evaluation form also asked respondents to rate their take-aways from or the influence of the BlendEd professional development on a 5-point scale from 1 = strongly disagree to 5 = strongly agree. Overall, respondents agreed or strongly agreed that participating in the professional development had a positive influence on the BlendEd implementation. Most respondents would like to participate in future BlendEd training activities. They also agreed that the professional development helped them better understand BlendEd and would help them implement the program with their students. They strongly agreed that they developed a deeper knowledge of what BlendEd can do to enhance student learning. (see Exhibit 13).

**EXHIBIT 13. SUMMARY OF BLENDED PROFESSIONAL DEVELOPMENT
EVALUATION RATINGS: PROFESSIONAL DEVELOPMENT IMPACT (N = 131)**



Classroom teachers were asked on the evaluation form what they liked best about the professional development experience. Many valued the opportunity to collaborate with other teachers and enjoyed the time to work and create BlendEd materials. They particularly enjoyed learning from teachers who are currently using BlendEd about the successes and challenges they have faced. Teachers appreciated the ideas, resources, and information they could take back to their classrooms as they work to implement BlendEd. A sample of teacher responses included the following:

Work time and the time to collaborate with other teachers when I needed to.

I loved having time to work on the specific needs I had!

I always appreciate time to apply what we've learned in a professional development day, so I really liked the time we spent building a blended learning plan for a few lessons.

Great organization by the staff! Love the breakouts to meet both beginning and advanced blended experienced teachers

Teachers noted some key take-aways from their participation in the BlendEd training. Many realized that learning should be student centered, so they learned to share expectations with students, collaborate with students, and let students take ownership of their learning. Another major takeaway is the information about student choice and voice and the differences between these two in the learning process. Teachers mentioned they gained a better understanding of different BlendEd models and learned how to pick the models that best fit their classroom. They also learned about new resources and tools to make BlendEd work effectively in their classrooms and options for grouping students for instruction. Several comments illuminated what teachers found to be helpful:

I learned that there is a BlendEd style for all teachers

A key take-away was learning the different models that can be used in the classroom.

BlendEd approaches do not need to be one method the entire time but can switch between the three within the same lesson/unit. I also learned the difference between choice and voice! I had used them as synonyms before.

When asked what, if anything, they would change to improve the professional development activities, more than half of teachers either did not respond or indicated, “nothing.” Some commented that they would use more guidance in creating an actual lesson that teachers can deliver in classroom. Some also remarked that they would like to have more collaboration and planning time with people from the same district to generate lesson ideas. Additional feedback from participants included the following:

Please give us more time to work on generating lesson ideas and collaborating.

I would like to see specific examples of what teachers are doing.

I like the activities that were directly related to learning about BlendEd. I can appreciate working with others, but I feel feedback within our own district is priority. In other words, less ‘get-to-know you’ activities.

Participants used words such as “informative,” “engaging,” “practical,” “educational,” and “fulfilling” when asked what words they would use to describe this professional development experience to colleagues. Almost all comments were positive and included sentiments about the professional development providing great resources, opportunities for collaboration, and ideas for integrating instruction. Several participants provided further elaboration:

New, exciting, and learning opportunity to better teach students.

It was a great training with a lot of really useful takeaways.

A connection between the technology, pedagogy, and content knowledge (I think trying to make the full pack cycle is important).

This workshop will help you understand blended learning process. It’s great for beginners as well as more advanced learners.

Teachers hoped that participation in the training will allow them to provide a more engaging learning experience for their students. They also hoped that students would be more likely to take ownership of their learning in a BlendEd classroom. Some teachers mentioned they would like to be better able to use BlendEd strategies in their classrooms and to share what they learned with other teachers in their schools or districts. Teachers hoped their involvement in the training and implementation of BlendEd in their classrooms will lead to students being more motivated to learn, better able to retain knowledge, and more willing to use technology. Comments from teachers highlighted some of these aspirations:

I hope that it will help me create an effective BlendEd plan to create an effective learning experience for my students.

I hope that through my participation today, I can help my students become self-sufficient and curious learners who are great problem solvers!

I'm excited to use the strategies and concepts I learned today to implement effective blended learning in my math classes. I hope that it will boost my students' engagement and give them more time to deepen their understanding and interest.

I hope to get other teachers on board to be supportive of this change and process. I would hope that my students are open to trying something new and different from their classroom last year.

Most participants did not indicate they needed any additional information or support to help them implement the BlendEd program. Some mentioned they would like to receive additional support from the BlendEd team, more planning time, and continued education to learn how to implement different BlendEd models. They noted they would like to have follow-up discussion on BlendEd plans they develop for their classroom and get more feedback from observers. Teachers also expressed interest in more video examples from other teachers and more professional development webinars. Follow-up from mentors and hands-on coaching were also suggested as types of ongoing support that could be provided. Additional feedback from participants included the following:

As with all PD, I just need reminders to implement the things I learned today, and contacts to reach out to when I'm stuck or struggling with implementation.

I really like video examples and webinars for continuing ed for blended learning.

[I hope] we'd continue to get together to get tossing around ideas and to talk about what works and what doesn't.

BLENDED PARTICIPANT INTERVIEWS

IMPLEMENTATION

Administrators indicated that BlendEd learning was adopted at their school for various reasons. Several said their school had one-to-one computing technology and they wanted to familiarize teachers with best practices or improve the effectiveness of instruction. Some heard about the program through their ESU and wanted to see what the initiative could offer, while others had teachers who were interested in the program and/or thought that BlendEd was a means for creating more impactful lessons. Several comments that administrators made about reasons for integrating BlendEd into classrooms at their respective schools included:

It was the result of the purchase of technology, going to one-to-one [technology] and not seeing the results that were anticipated. I wanted something that was more engaging for students rather than just digitizing curriculum.

We are trying to see what it offers. It is being used for 2 hours, 5 days a week in core courses.

There was the opportunity to participate and they had a brand new one-to-one initiative in the middle school. They wanted to get teachers on board with best practices. We had a couple of teachers receive training, implement practices, and then conduct professional development to show what works in their setting.

Most teachers said they were asked by their school administrator, technology specialist, or curriculum director to participate in BlendEd learning, while others shared that they were intrigued by the innovative classroom work being done by other teachers in their school and/or district who were already implementing the program. When asked what motivated them to participate, several teachers mentioned that BlendEd learning aligned with the goals of their classroom or the curriculum. Other teachers reported they were looking to make changes in their classroom, either through providing students with more opportunities for self-pacing and personalized learning or developing more interaction with technology.

Implementation varied by school but tended to begin with teachers who expressed interest in the program or were at specific grade levels. Teachers shared that they had considerable flexibility with implementation of BlendEd as they incorporated it into their curriculum and classroom. They said the use of blended learning promoted student engagement and increased differentiation. While most teachers felt blended learning had been successfully integrated into their classes, several teachers expressed confusion about program expectations or said they needed additional support from the ESU. The following is a sampling of comments from teachers about program implementation:

Students enjoy the BlendEd atmosphere; they don't want the traditional style of teaching.

It's successful. We have added more each year through book talks and computers, etc.

It fits the classroom. Seating is flexible and allows for differentiation.

I wish we had more meetings with the ESU person; we need more regular contact. I feel that I am missing some things.

The principal gave carte blanche to make classrooms into blended classrooms. The school is heavy into technology.

The whole feel for the year was survival. I felt off-track with blended education; it was so many procedures, a new approach to classroom learning. I do try to incorporate blended education into what I do, although not always formally.

Administrators noted that teachers were at different stages of implementation with BlendEd, with some who were quite experienced and adept with the strategies while others were just beginning to use them. They said teachers adapted the strategies as needed based on the topic, unit, or schedule. Administrators observed that BlendEd moved instruction away from a lecture format and provided more hands-on learning with different ways to learn the content and express mastery.

Teachers mentioned participating in professional development for BlendEd through trainings held by their ESU, conferences, workshops, and webinars. They acquired a myriad of strategies and resources at these events. Some teachers said they received coaching or had visited and observed classrooms in

which blended learning was being used, either in their school or in other schools. Several also noted they were trained and prepared in using the Canvas platform. While the majority of teachers expressed confidence with using and integrating technology, several wanted more training on Canvas, specifically wanting to know how to navigate it more effectively and reduce the time required for input. Many stated there was a substantial amount of additional time required to input everything into the system and prepare it for use by students since so much of the instruction was individualized. They also felt other platforms, such as Schoology, should be available for use.

Support for BlendEd implementation was provided by administrators, other teachers, and the ESU. Administrators shared that they supported the teachers by providing opportunities to work together and assisting teachers if they ran into implementation or integration issues. Teachers also noted the various ways they supported and were supported by peers involved in the project. These included informal discussions with other participating teachers, both within and outside of their school and district, in regard to what was and was not effective in the program; collaboration with other teachers at ESU trainings; and guidance from ESU staff which included sharing of ideas and answering questions. Some teachers were observed by a consultant from the ESU, although they voiced frustration with the observations since no feedback was provided and they were unsure if they were implementing the program correctly.

Teachers were asked what strategies were effective in getting them to use the BlendEd resources. Strategies mentioned by included:

- Accessing texts and other resources online;
- Visiting other classrooms to see how resources were being used;
- Playing games on Kahoot;
- Utilizing resources as part of classroom management by constantly reviewing objectives and procedures;
- Being able to share ideas with other participating teachers on utilization;
- Participating in the training;
- Having ESU staff available for consultation; and
- Being provided with additional time to develop lesson plans since materials (i.e., textbooks) were online.

In addition to effective strategies detailed by teachers, administrators said that having the technology coordinator answer questions during professional learning communities (PLC) meetings and asking experienced teachers to observe and share materials with beginning teachers also served to expand the usage of resources in classrooms.

Although resources were generally characterized as high quality, effective, and beneficial, some drawbacks with resources were noted by several teachers. These negative aspects included resources being limited or largely unavailable for content areas outside of core classes, especially for foreign languages, and the shortage of resources available for classrooms beyond the elementary level. Administrators mentioned that resources needed to meet students' abilities and needs in order to be effective and have a connection between the content and the approach.

When asked if other teachers benefited from the BlendEd resources, both respondent groups affirmed they did. It was noted that when other teachers witnessed students becoming more engaged in the

lessons, they were more motivated to utilize creative and innovative ways to deliver content. They also had opportunities to learn about, ask questions, and see what BlendEd teachers were doing. Many shared that observing other teachers using the strategies contributed to their buy-in. Additionally, respondents mentioned that some of the components and strategies were being utilized by teachers before formal participation in the program and prior to the program being labeled as BlendEd. Both groups also enjoyed having the different resources available to them.

IMPACT

A majority of teachers and administrators believed the use of BlendEd positively impacted their students. They perceived that students, including those in special education (SPED), were more engaged in the lessons, gained deeper mastery of the topics, had better retention of information, set educational goals, and became more self-motivated. They discussed how students had more control and ownership of their learning and were therefore making better choices for their education because it was more meaningful for them. Through the implementation of BlendEd components, students were utilizing technology more effectively, working together more purposefully, and displaying more interest in what they were learning. Both respondent groups saw increases in academic achievement and reported improvements in assessment scores and grades as well as with writing. Typical comments about impacts follow:

Having a choice helps [students] take learning into their own hands. – Teacher

I have seen improvements in SPED students. Scores have gone through the roof. Students can learn through videos on their own. – Teacher

[Students] become more motivated to get things done. It piques their interest; it helps them find resources to expand on a topic. MAP scores improved; their writing has improved from different blended techniques. Students are mastering topics better.
– Teacher

It does change the attitude of the students. They have more ownership of what's going on, they are in charge of their own time, and they end up moving through the curriculum with mastery faster. – Administrator

Students are truly engaged in the lessons. They have a greater control over their own learning and are making choices for themselves. BlendEd creates more active classrooms. – Administrator

Additionally, teachers and administrators stated that through blended learning and personalized learning experiences, students were learning skills that inevitably transferred to other classes and subjects. They were exposed to different strategies and engaged in projects or other extension activities related to the topics. Students were familiar with the technology and the use of Canvas. Teachers mentioned the use of technology enabled students to become more independent, find their own solutions and answers, collaborate with other students on assignments, express their creativity, and keep current with their assignments when absent.

However, several teachers who were still struggling with integrating the technology into their classrooms perceived that impacts on students were limited. They felt they needed to understand the

BlendEd strategies more fully and practice them more skillfully before benefits to students could be realized. One administrator described a direct connection between teachers' familiarity and competence with BlendEd strategies and the achievement of measurable outcomes with students.

Teachers generally thought that BlendEd impacted students' college and career readiness by familiarizing them with learning through technology, preparing them for nontraditional college classrooms, and encouraging them to formulate their own life goals. Teachers believed students who simultaneously cultivated knowledge about technology and developed greater skills in creativity and independence would ultimately become more capable members of the workforce.

Most teachers explained that BlendEd positively shaped interactions among students by helping them to work together in a respectful fashion and build trust. They perceived that students were more willing to ask questions, share information, and help each other out. This is how teachers described impacts on student interactions:

It's impacted them positively. There is rotation to different stations and small group work. Previously, students shared less.

Students built relationships in a positive way. Students are more willing to work with others and build trust. They come to me when they need help and go to each other for help.

Students interact, help each other out. They are more social. It helped me to build relationships with students.

A few teachers held a different perspective, saying that student collaboration was sometimes discouraged by the technology when students worked individually on their computers without interaction or students in groups delegated most of the responsibility to one person while others did very little. One teacher characterized collaboration as a skill that needed to be continually emphasized and monitored.

Teachers said that participation enhanced their teaching by providing more tools, resources, and strategies. Administrators noted that BlendEd teachers devised different and innovative ways to approach a lesson and deliver content and had increased confidence in their teaching. They also observed teachers being more team-oriented because of their collaborative work on BlendEd lessons and strategies. Administrators felt their own leadership capacity had been enhanced by becoming more aware of a different model of instruction and seeing how blended learning strategies enabled students to take greater initiative in directing their own learning.

FACILITATORS AND CHALLENGES

Administrators cited several facilitators that were critical to BlendEd implementation in their schools. These facilitators encompassed regular support from the ESU; free training available through the grant; support from the superintendent; and adopting a common learning management system. Other facilitators included having school board support, a strong technology coordinator, and the one-to-one infrastructure. Challenges described by administrators included the time required by teachers to create and refine lessons on top of their other numerous responsibilities; the degree of student engagement

being less than desired; the need for a library of resources; and the lack of reliable Internet connections at homes located in more remote rural areas.

Nearly all teachers stated the greatest factor that served to facilitate implementation of BlendEd in their classrooms was the training and support they received. They appreciated their administrators allowing them time to incorporate it into their classrooms and being flexible as they began implementation. In addition to administrators, they described being supported by the ESU consultants and other teachers. Several also credited the technology component itself as aiding in the facilitation of BlendEd into their classes.

The most frequent challenge teachers experienced with implementation of BlendEd was the requirement of time. This included time to develop and refine lesson plans and see if the components were effective in the classroom. Other challenges mentioned by teachers included the limited resources for subject areas other than core content, the scarcity of resources for classes beyond elementary grade levels, the lack of alignment between the program and the standards, and student resistance to change. Additionally, several teachers noted that BlendEd was a collection of activities rather than a methodology of instruction and were subsequently unsure if they were implementing the concept correctly. They discussed the enormity of the information involved and requested that it be broken down into smaller and better-defined parts to ensure fidelity of implementation. Some teachers who were new to blended learning said they needed more concrete examples and practical information on how to turn theory into practice. Comments about challenges from teachers included:

I know what I am doing, but I don't know if it's in the right direction.

I would like to see a stellar example of what I am shooting for and how to apply that to my own class.

I need better help and support with how to put in small pieces at a time.

The ideas and concepts are great, but I need more on how to do things.

There is not enough accessibility to information . . . how do you increase interaction and involvement from students as they dive into projects?

To address these challenges, teachers collaborated with peers and administrators to resolve issues, adjusted their classrooms and lessons as needed, and sought feedback from ESU consultants. Teachers wanted more opportunities to work with ESU staff on lessons plans and ensure the plans were correct. They also wanted access to an online discussion board to post and look for additional resources and ideas, saying that such a venue would allow them to see how other teachers were utilizing BlendEd within their own content area.

LESSONS LEARNED

The most consistent lesson learned, as expressed by teachers and administrators, was the significant amount of planning time involved with implementation. Teachers were constantly trying new things, making adjustments, and breaking lessons down into smaller modules so students could assimilate the information and not become frustrated. Administrators emphasized the importance of creating a

common planning time for teachers so they could develop lessons together and share successful strategies as well as obstacles they faced.

Other lessons learned included understanding that technology can help to teach students work and life skills; breaking the information down into smaller modules so students can more easily grasp the content; accepting that part of the implementation process is making mistakes and learning from them; and seeing that lecture is not always the best way to instruct. Teachers advised others who were considering the use of BlendEd to try it and persevere even when their plans did not work out as hoped. They felt the benefits of student academic growth, increased individualized learning, student control over their own learning, and more academic engagement were worth the time, effort, and inevitable frustration associated with taking on a new approach to learning.

SUGGESTIONS FOR IMPROVEMENT

Although BlendEd was well received overall by those who were utilizing the components, teachers had several suggestions for strengthening the program. Many stated the program needed to find a way to teach the different components over a longer period of time so instructors did not feel overwhelmed and could become fully familiar with one part before trying to integrate a new one. Other suggestions included:

- Providing more time to plan lessons and incorporate BlendEd into classrooms;
- Alerting teachers to available resources pertinent to their grades and content areas;
- Receiving additional support from the ESU consultants including more ideas on how BlendEd can work in different classrooms and feedback from classroom observations;
- Switching resources during the year so students remain interested;
- Finding a better balance between technology and teaching; and
- Receiving ideas for ways to increase student engagement and interactions.

Administrators suggested allowing teachers to conduct more site visits to other schools; having more than one platform to choose from, such as Schoology; focusing on smaller public school districts so teachers could see how comparable teachers manage the program; demonstrating effective strategies; and continuing to do goal-setting with teachers.

PROJECT LEADERSHIP INTERVIEWS

Project leaders from ADVISER, BlendEd, EdReady, and SIMPL were asked to complete an e-mail questionnaire in winter 2019. They described progress made on objectives, factors that facilitated and posed challenges to project progress, issues that participants raised about their experiences with the project and what had been done to address issues, and perceived program impacts on participants.

PROGRESS MADE ON OBJECTIVES

All four projects displayed substantial progress on their objectives as detailed below.

The team has built policies, procedures and infrastructure for security and privacy with the ADVISER data system and related applications which are part of the data ecosystem. In collaboration with the Nebraska Department of Education (NDE) legal counsel and ESUCC legal team, the innovation team

drafted a statement of data ownership and access. This statement has been shared for review by the U.S. Department of Education and its Privacy Technical Assistance Center. Favorable review feedback was received on the team's interpretation of regulations regarding handling of data and school districts' ability to provide data.

The ADVISER and SSO applications have been fully integrated into the state data reporting and assessment systems. Nebraska Cloud SSO service is available to all ESUs and school districts in Nebraska. Usage data showed 206 organizations have utilized the framework.

The new version of the Nebraska Cloud app launch portal was available April 2020. There will be 88 applications in the app launch portal. The Software Innovation Network is being formed to continue the work of evaluating, implementing, maintaining and retiring software in the state-wide education community.

SRS and AAP applications are being tested and revised to be integrated with the ADVISER system for data exchange. In July 2019, new development libraries and new hosting environment were used for SRS to increase the speed of the application. The development team continue working on debugging and system improvement based on pre-release testing results and helpdesk requests.

The SRS has been used to report student SPED data to ADVISER for the 2018/19 and 2019/20 school years. It was used by 241 out of 244 public school districts in Nebraska in the 2019/20 school year. New features, including support for 504 SPED plans and an administrative dashboard will be added by the SRS advisory team. An interface is also under development to synchronize ADVISER data by student information systems into SRS to avoid data entry duplication in both systems. The upgrade of SRS system, although it required more resources than originally expected, will help develop and upgrade the AAP system in 2020 as it will be using the SRS code base.

Overall, leadership felt the innovation grant has provided more access to quality applications through the single sign-on application and automated rostering of some applications from ADVISER. It promoted data quality through automated submission of reporting data and encouraging data to be accurate at the system of record rather than being corrected at intermediate reporting steps.

In the BlendEd project, the team continued to increase the utilization of the strategies around blended and personalized learning. They scaled the professional development and coaching of classroom teachers through (1) monthly meetings of ESU blended coaches and identifying how to address activities and concerns that arise from the meetings; (2) onsite visits to the participating districts/schools to observe teachers implementing BlendEd strategies; (3) professional development sessions for both new and veteran BlendEd teachers to have a deeper understanding of BlendEd strategies and how to develop BlendEd lesson plans; and (4) meetings with teachers and the ESU staff to discuss successes and struggles in the implementation.

In the last project year, the foci of BlendEd have been revised based on improved knowledge of the participants and the coaches in the project. The project is now focused on providing coaching strategies and supports for teachers to reflect and improve instruction using BlendEd strategies, instead of just providing professional development opportunities. The lighthouse teachers, who are the initial group of participating teachers, are viewed as change agents in the schools and districts and have received the most support from the team regarding BlendEd strategies and techniques.

The SIMPL project has undertaken three phases during the past project years to develop and implement the online SIMPL tool to help ESU enter service inventories, receive training in best practice service development, and have an online repository of reports. Phase 1 is the service planning phase when the team compiled and examined the existing service offerings; created common system to code services; collected preliminary data such as participation and implementation data; created services management web application; and started building an online dashboard. SIMPL implementation started in Phase 2 when the SIMPL application started to collect activity logs; service implementation scores were given; workshop data were integrated; data products were generated; annual reports were provided to districts/ESUs/state. The last phase the team just went through was cost-repository-prediction. The team was able to provide reports comparing the costs to school districts using ESU services with the costs to School Districts reaching out to external vendors.

The SIMPL project greatly increased use of the software system throughout the state. At the outset of the Innovation Grant, ESU 7 was the only ESU using SIMPL. There was no method to collect the aggregate number of service hours, service recipients, event attendance, or statewide correlation to AQuESTT. In 2017/18, five ESUs (2, 7, 8, 10, and 17) were involved and eight ESUs (2, 3, 7, 8, 10, 13, 16, and 17) were inputting data into SIMPL. In 2019/20, two more ESUs (9 and 15) started using SIMPL to log services. By spring 2020, more than 66,514 school district personnel have participated in services. A total of 34,876 hours/4,650 school days of support have been logged in SIMPL. Over 11,915 entries were documented and more than 6,000 individuals have attended ESU sponsored events.

FACTORS THAT FACILITATED PROJECT PROGRESS

Respondents noted that a number of factors helped facilitate each project. For ADVISER and SRS development and implementation, the innovation team reported that their progress was enhanced by:

- consistent attention, steady work on the projects;
- communication with all possible stakeholders to understand needs and experience with the systems being developed;
- additional resources at the right times to speed development;
- positive user experience;
- users understanding the purpose/need for the systems and the updates; and
- loyal following of users.

For the BlendEd project, building relationships with participating teachers through site visits and observations was viewed as the most beneficial. The constant communication with teachers also helped the team to receive validation from the work they are implementing. Facilitators also included regular meetings with ESU coaches and blended lighthouse teachers to guide the teacher through their goals and plans for implementation, and the support from school/ESU administrators.

EdReady established working relationships with a variety of “shareholders” they viewed as key to project progress aligning with broader statewide goals (including those of ESUCC, NDE, ESUs, local schools, conference organizers and business entities). Impactful use of EdReady in the classroom and in support of local efforts are being identified and shared as models for others across the state in case studies, conference presentations, and more.

For the SIMPL project, one large facilitator was the monthly SIMPL advisory team meetings to problem solve, trouble shoot, and provide procedural suggestions to the ESUCC. Other facilitators included ESUCC and NDE participating in a joint collaboration meeting to establish priorities for their memorandum of understanding and using the SIMPL process for this work; and the development of a SIMPL user manual. This manual is intended to be a living document that will be revised as the tool is revised.

Across different projects, common facilitators are hardworking team members and the collaboration across projects. Respondents noted that most team members put in extra time and efforts and worked beyond the expectations of their positions to reach goals. There were weekly meetings involving the ADVISER team, SRS application, and hosting infrastructure to coordinate needs and activities. These meetings, along with the NDE Data and Technology Committee, promoted awareness and alignment of technology project work between agencies. The BlendEd and NROC/EdReady project has established a close partnership. The EdReady product allows for teachers and students to consider a blended strategy for students to work at their own pace. The SIMPL project also can be used to support the implementation of the blended learning strategies through services of professional development and coaching. In addition, with a fully functioning ADVISER dashboard, the progress a student is making can be identified and resources could be selected based on the student needs.

DISSEMINATION

During the project years, the innovation grant research team has put forth strong efforts to disseminate project products. The SRS and SSO applications have been promoted through the state-wide ESU network of affiliate groups and meetings, state-level conferences, NDE news bulletins, and direct communication with active users. For the BlendEd project, results of the site visits and observations and the notes from the monthly BlendEd Coaches meetings have been shared with the ESU administrators in a monthly report. In addition, the ESU coaches have been sharing the results with their schools and districts in order to gain local interest in using the BlendEd strategies. The BlendEd learning used social media posts to raise project awareness. Examples of student artifacts created when using blended learning strategies were also posted in the OERCommons Hub for Nebraska (https://www.oercommons.org/curated-collections/889?_hub_id=55) and the website for the Digital Age Pedagogy bit.ly/DigitalAgePedagogy. The SIMPL project shared project reports to communicate with state senators, school districts, school boards and the NDE.

SUGGESTIONS FOR IMPROVEMENT

Several suggestions for project stability and improvement came from project leaders. For ADVISER, it was seen as important to make conservative estimates of time and resources needed as software development projects are intensive and require careful specifications, planning, and monitoring to keep them on track. Project leadership also suggested that structured testing plans be developed to ensure software quality. Both automated testing techniques and real-world user scenarios are essential to providing the best user experience when new software or updates are rolled out. It was also noted that a communications and marketing plan should be created as an essential part of the project to promote awareness and engagement in the stakeholder community.

BlendEd leadership remarked that it is essential to create participant buy in, not only from the teachers but also from building administrators to maintain sustainability. An ideal approach is a school-wide

innovation approach with administrative full interest and support as well as a strong team of classroom teachers willing to put the innovative strategies in place and continue even when there is difficulty.

In addition, the professional development has to be deep to provide a strong understanding of the strategies. The BlendEd team also noted that follow-up professional development and coaching allows for the growth to progress. Without these pieces, the growth will plateau and not be able to see the potential results of these innovative strategies. The SIMPL project leadership indicated that it is important to move the management to ESUCC at the outset of the project to promote engagement of all ESUs to participate in the project. The EdReady project leadership had no suggestions at this time.

CONCLUSIONS

Evaluation findings demonstrate that the DE²TAILS project has operated on the proposed timelines and has accomplished most of the proposed goals and objectives.

FINDINGS

- **The review of project documents and leadership interviews provide evidence the DE²TAILS project has been fully implemented in support of proposed goals and objectives.** The documents made available for review show an increasingly sophisticated project being implemented in ways that meet program goals and objectives and support participants. Qualitative data collected from project documents and leadership interviews also confirm that ADVISER, BlendEd, EdReady, and SIMPL projects displayed substantial progress on their objectives.
- **The DE²TAILS project has made a substantial impact on participants and different stakeholders statewide.** The ADVISER project has provided a state-wide access to quality applications through the SSO application and automated rostering of some applications from ADVISER. It promoted data quality through automated submission of reporting data. BlendEd and EdReady projects increased the utilization of the strategies around blended and personalized learning. They also scaled the professional development and coaching of classroom teachers. The SIMPL project developed and implemented the online SIMPL tool to help ESU enter service inventories, receive training in best practice service development, and have an online repository of reports.
- **BlendEd summer training provided a high-quality professional development experience.** Participants agreed the BlendEd training was approaching excellent. They gave the highest rating to instructor preparedness. They also agreed they had good opportunities and sufficient time to engage and participate in the professional development activities.
- **Participants also agreed or strongly agreed that what they learned in the BlendEd professional development has a positive influence on the BlendEd implementation.** Most respondents would like to participate in future BlendEd training activities. They also agreed that the professional development helped them better understand BlendEd and would help them implement the program with their students. They also indicated strong agreement that they developed a deeper knowledge of what BlendEd can do to enhance student learning.
- **Although implementation varied by schools, most teachers and administrators believed the use of BlendEd positively impacted their students.** They perceived that students were more engaged in

the lessons, gained deeper mastery of the topics, had better retention of information, set educational goals, became more self-motivated, had more ownership of their learning, and utilized technology more effectively. Both respondent groups saw increases in academic achievement and reported improvements in assessment scores and grades as well as with writing.

- **BlendEd has also demonstrated a positive impact on participating teachers and administrators.** Teachers and administrators said that participation enhanced their teaching by providing more tools, resources, and strategies. Administrators noted that BlendEd teachers devised different and innovative ways to approach a lesson, increased confidence in their teaching, and became more team-oriented because of their collaborative work on BlendEd lessons and strategies. Administrators felt their own leadership capacity was enhanced by becoming more aware of a different model of instruction.

APPENDIX

BLENDed PROFESSIONAL DEVELOPMENT EVALUATION FORM

BLENDed ADMINISTRATOR INTERVIEW PROTOCOL

BLENDed STUDENT SURVEY

BLENDed TEACHER SURVEY

BLENDed TEACHER INTERVIEW PROTOCOL

BlendEd Professional Development Evaluation Form

1. Please indicate your job category

- A. Classroom teacher
- B. School administrator
- C. Instructional coach
- D. District administrator
- E. ESU staff
- F. Other

Please specify _____

2. Please thoughtfully rate your experience for the entire BlendEd professional development/training on the following items:

	Poor	Below Average	Average	Above Average	Excellent
a. Overall quality of the professional development experience.					
b. Preparation of the instructor(s).					
c. Overall clarity of information presented in the training.					
d. Usefulness of the training for your work.					
e. Opportunities for participant engagement in the sessions.					
f. Time for participants to actively engage (ask questions, share comments, etc.).					
g. Your personal level of engagement in the professional development activities.					
h. How well the professional development reached the stated goals.					
i. How well you learned from the training.					

3. Please indicate the degree to which you agree or disagree with the following statements, based on your participation in the BlendEd training:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Participating in the BlendEd professional development helped me better understand the program.					
b. I developed a deeper knowledge of what BlendEd can do to enhance student learning.					
c. Participating in the BlendEd professional development will help me implement the program with my students.					
d. I can easily apply what I learned to my work.					
e. I intend to implement most or all of what I learned.					
f. I would participate in future BlendEd training activities.					

4. What did you like best about the professional development experience?
5. What were key learning take-aways from participation in the BlendEd training?
6. What, if anything, would you change to improve the professional development activities?
7. If you were to tell your colleagues about this professional development experience, what words would you use to describe it?
8. What impact do you hope your participation in this training will have on you, other teachers, and students in your class/school/district?
9. What additional information or support, if any, is necessary to help you implement the BlendEd program in your school/district/ESU?

THANK YOU VERY MUCH!

RMC Research Corporation, Denver
DE2TAILS: Data-Driven Ecosystem Enhancing Teaching and Improving Learning for Students
BlendEd Administrator Interview Protocol

Interviewer:

Respondent:

Date of Interview:

Contact Information:

Thanks for taking this time to answer my questions. As you know, RMC Research is conducting an evaluation of BlendEd learning, which is part of the NE innovation grant DETAILS project. This interview is meant to capture your ideas about your work with the project and impacts that it may have had. The interview will take us about 30 minutes. Thanks for taking this time to participate. Your participation is totally voluntary. The information you provide will be kept completely confidential, and no names will be used in our reports. You have the option of not responding to any of the questions being asked without any negative ramifications or outcomes. (Optional: I will tape this interview so that we can be sure to capture your responses verbatim, rather than relying on handwritten notes.) Do you have any questions before we begin?

Implementation

1. Let's start by talking about why and how BlendEd learning was adopted at your school.
2. Please describe the major roles and responsibilities that you have had related to BlendEd and the specific activities in which you were engaged during the past year.
3. How has BlendEd been implemented at the school? Is it being used as intended? Please explain.
 - a. What kinds of professional development and support do teachers receive? How prepared are the teachers in the use of the technology? How confident are the teachers for use of the technology? Please explain.
 - b. What are some effective strategies for getting teachers to use BlendEd resources? Do teachers other than BlendEd learning teachers benefit from the resources? If so, how?
 - c. To what extent do program components of BlendEd learning integrate with other classes or instruction going on in the building?
4. What implementation challenges have your teachers experienced? What strategies have been used to address those challenges?

Impact

5. What is your perception of the impact of BlendEd on students participating in it?
6. What has been the impact on participating teachers? In what ways has BlendEd influenced teacher-teacher interactions in your school? In what ways has BlendED influenced teacher-administrator interactions?
7. What has been the impact for you and the other leaders in the building? In what ways has BlendEd influenced interactions between administrators or other leaders in the building?
8. What has been the impact on parents, communities, or other stakeholders?

Sustainability

9. What factors have served to facilitate the BlendEd implementation in your school?
10. To date, what lessons have you learned as a result of your participation in this project?
(PROBE: What advice would you give to other schools who wish to implement Blended?)
11. What suggestions do you have for improvement?

Thank you so much for your time.

BlendEd Student Survey
RMC Research Corporation

Directions:

RMC Research Corporation is conducting an evaluation of the BlendEd program to assess the impact of the program on students and teachers. The questions in this survey will ask you about your feedback on the BlendEd lessons you have taken. Additionally, we are interested in any ideas you may have to improve the program.

This is a survey, not a test. There are no “right or wrong” answers. It is important that you answer each question honestly. If you are unsure of an answer, choose the response that is closest to how you feel. The survey will take about 20 minutes to complete. Thank you in advance for completing the survey.

Please select “Yes I agree to complete the survey” if you agree to participate in this evaluation. The survey is voluntary and we will make every effort to keep the information we collect confidential, and your individual answers will not be reported to anyone.

Identifier

1. Please enter your name and birth date as requested below. This information is for identification purposes only and will not be shared with anyone or any organization, and will not appear in any reports or publications.

First Name _____

Last Name _____

When were you born?

Month			Day			Year			

Demographic information

2. What kind of school do you go to?
 - Elementary school
 - Middle school
 - High school
 - Other (please specify) _____

3. What grade are you in?

- | | |
|-------------------------------|-------------------------------|
| <input type="checkbox"/> 3rd | <input type="checkbox"/> 4th |
| <input type="checkbox"/> 5th | <input type="checkbox"/> 6th |
| <input type="checkbox"/> 7th | <input type="checkbox"/> 8th |
| <input type="checkbox"/> 9th | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 11th | <input type="checkbox"/> 12th |

4. What is your gender? Male Female Prefer not to answer

5. How would you describe your ethnic background? (Please check all that apply.)

- White/Caucasian
- Asian/Pacific Islander
- Black/African American
- American Indian/Alaskan Native/Native Hawaiian
- Hispanic/Latino
- Other (please specify) _____
- Choose not to answer

6. In what subject area(s) have you experienced BlendEd learning? (Please check all that apply.)

- Math
- Science
- English
- Social studies
- None
- Other (please specify) _____

Student Learning (Pre-Post)

7. How much do you agree or disagree with each of the following statements about a typical class (pre) or BlendEd learning class (post)? (Please check one box for each statement.)

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
a. I am recognized for good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My teacher listens to my ideas and responds to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My teacher helps me to feel like I am a part of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My teacher makes it clear what we will be learning in a class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am engaged in the [BlendEd learning (post)] class. I feel focused on my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I use online coursework to learn, relearn/review. (e.g., review a video more than once or use a doc with notes.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. All of my learning is during class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My class content is online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My learning is self-directed. I can choose activities to work on, online or during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Information is presented clearly in BlendEd activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The speed or pace of activities is helpful in learning the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I am challenged by the learning activities/assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Overall, the [BlendEd (post)] class(es) I attend of high quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Engagement

8. How much do you agree or disagree with each of the following statements? (Please check one box for each statement.)

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. I like being at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am interested in the work at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I pay attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Time seems to pass quickly when I am doing schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I like schoolwork best when it is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel that the school work I am assigned is meaningful and important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I think that the things I am learning in school will be important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I feel that school is worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceived Impact (Post Only)

9. The following items focus on how BlendEd learning classes impacted your learning. How much do you agree or disagree with each of the following statements after attending the BlendEd classes? (Please check one box for each statement.)

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. I gain knowledge in my blended learning class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I learn to take responsibility for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I enjoy using technology to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am comfortable expressing my own ideas on how to look for solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I expect to receive a good grade in my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am confident that I can be successful in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional open-ended questions) Post Only

10. What do you need for success in your BlendEd learning class?

11. What did you like best about BlendEd learning classes?

12. What did you like least about BlendEd learning classes? What would you change?

13. Would you recommend BlendEd learning classes to your friends? Why/Why not?

Thank you for completing this survey!

BlendEd Teacher Survey
RMC Research Corporation

Dear BlendEd participant:

RMC Research Corporation has contracted with Educational Service Unit Coordinating Council (ESUCC) to conduct an evaluation of the BlendEd program to assess the impact of the program on teaching and learning. The purpose of this study is to document activities undertaken as part of the project and their impact. The results of this evaluation project are expected to provide valuable information at the local, state, and national levels about effective learning programs for K-12 students. In addition, this information will enable participating schools to ensure that the BlendEd program is effective and that they have positive influences on students.

The information you provide as part of the BlendEd activities will be essential to demonstrate its impact and to identify areas for improvement. There is no right or wrong answer to the questions on this survey. You may skip a question if you do not want to answer it. We will make every effort to keep the information we collect confidential, and you will not be identified in any report. The survey should take about 20 minutes to complete.

If at any time (before, during, or after) you have questions about the study, please contact us at RMC Research Corporation at (800) 922-3636. I (or a member of the evaluation team) will be happy to answer any questions you may have. By completing this survey, you indicate that you understand the conditions of this study and voluntarily agree to participate.

Thank you for your help.

Sincerely,

John Sutton, Evaluation Director
RMC Research Corporation

Identifier

1. Please enter your name as requested in the boxes below. This information is requested for identification purposes to minimize duplication of entries. This information will not be accessible to anyone outside of RMC Research, will not be shared with anyone or any organization, and will not appear in any reports or publications. What is your first and last name?

First Name _____

Last Name _____

2. Please provide a unique identifier code. This information is requested for identification purposes to minimize duplication of entries. This information will not be accessible to anyone outside of RMC Research and will not be shared with anyone or any organization.

Third digit of the year you graduated college (e.g., if 1989 you would enter an 8) _____

Fourth digit of the year you graduated college (e.g., if 1989 you would enter a 9) _____

First digit of the month you were born (e.g., if April you would enter a 0) _____

Second digit of the month you were born (e.g., if April you would enter a 4) _____

First digit of the day you were born (e.g., if the 13th, you would enter a 1) _____

Second digit of the day you were born (e.g., if the 13th, you would enter a 3) _____

Demographic Information

3. Please select the ESU you are from (dropdown menu).
4. Please select the district or school at which you are a teaching staff. (dropdown menu)
If other, please specify the name of your school and district.

5. What's your role in this school? (Please choose only one.)

Classroom teacher

Other (please specify) _____

6. What grade level do you teach? (Please choose all that apply.) (or dropdown menu)

3rd 4th

5th 6th

7th 8th

9th 10th

11th 12th

7. What is your gender? Male Female Prefer not to answer

8. How would you describe your ethnic background? (Please check all that apply.)
- White/Caucasian
 - Asian/Pacific Islander
 - Black/African American
 - American Indian/Alaskan Native/Native Hawaiian
 - Hispanic/Latino
 - Other (please specify) _____
 - Choose not to answer
9. In what subject area(s) have you taught a blended class? (Please choose all that apply.)
- Math Fine Arts
 - Science CTE
 - English
 - Social studies
 - Other (please specify) _____
10. Including this year, how many years have you taught on a full-time basis in grades K-12? (Or use a drop-down menu listing 0-20 or more.)
- 3 or less years
 - 4-6 years
 - 7-9 years
 - 10-14 years
 - 15 or more years
 - N/A
11. What is the highest degree you hold?
- BA or BS
 - MA, MS or MEd
 - PhD or EdD
 - Other, please specify _____
12. At what levels are you certified to teach? (Choose all responses that apply.)
- Early childhood education
 - Elementary education
 - Middle level education
 - Secondary education
 - Not certified at this time

BlendEd Implementation Fidelity(Post only)

When you respond to the following items, please answer based on **a typical week** over the past year/semester (we want to be sure that the data we collect reflect what a typical week might involve, rather than capturing an unusual week—such as one filled with student testing).

13. How many days do you use BlendEd learning activities with your students in an average week?

- 0
- 1
- 2
- 3
- 4
- 5

14. On average, how much planning and preparation time did you spend for one complete BlendEd learning lesson?

Minutes _____

15. In comparison to no-BlendEd lesson planning, are you spending more, less or same on preparing BlendEd lessons?

- Spending less time preparing BlendEd lessons.
- Spending the same time
- Spending more time. On average, how much more time do you spend per week?
_____minutes

16. During a typical week, how often do you incorporate the following blended strategies during instruction?

	Never	Rarely	Sometimes	Always	N/A
a. Use differentiated learning stations on a fixed schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide students with opportunities to take online courses that supplement in-person courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promote student-to-student collaborations and interactions through BlendEd activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use reinforcement mechanisms, such as wall-mount progress charts and milestone celebrations, to set goals and monitor student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teach students to be accountable for their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use standard-aligned assessments to monitor personal student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use student data collected through different sources (e.g., observations, assignments, and/or assessments) to detect student needs and guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promote student voice by allowing students express opinions, advocate for classroom decisions, lead peer groups, develop their own critical questions and/or influence curriculum or instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Encourage students to choose from different types of learning activities (e.g., task-based, tool-based, space-based, or time-based) that meet their specific learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Integrate digital media and technologies in classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support (Pre and Post)

17. How would you rate the level of support you received from your school and ESU for each of the following statements?

	Not at All Supported	Somewhat Supported	Moderately Supported	Well Supported	Very Well Supported
a. Working with fellow teachers during the regular school week on classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collaborating with peer teachers within and outside of the district on classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Learning new things about instructional pedagogy in your present job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Trying out new ideas in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Attending professional development sessions related to the subject area(s) you teach on BlendEd strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Feeling supported by ESU staff (including instructional coaches and tech coordinators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Feeling supported by instructional leaders or administrators in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Feeling supported by district personnel/colleagues (e.g. media specialist, instructional coach, curriculum director, or other).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preparedness (Pre and Post)

18. How would you rate your level of preparedness related to each of the following statements?

	Not at All Prepared	Somewhat Prepared	Moderately Prepared	Well Prepared	Very Well Prepared
a. Provide instruction that meets the state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teach problem-solving strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sequence instruction to meet instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Select and/or adapt instructional materials to implement your written curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Make connections within a subject area and between subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teach classes for students across a wide range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teach students from a variety of ethical/racial backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teach students who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teach students who have a learning disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Use a variety of assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use results from student assessment to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confidence (Pre and Post)

19. How would you rate your level of confidence related to each of the following statements?

	Not at All Confident	Somewhat Confident	Moderately Confident	Very Confident	Extremely Confident
a. In your content knowledge with respect to the subject area(s) that you teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In your pedagogical content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In your ability to use computer and/or varied technologies in classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In your ability to craft good questions for your students to promote critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. In your ability to adjust your lesson to the proper level for individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In your ability to use a variety of assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. In your ability to establish a learning environment that encourages risk taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. In your ability to share or demonstrate effective lessons to your peers through classroom observations, shared lesson plans, or videos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In your ability to help colleagues improve their knowledge and skills related to the BlendEd strategies you teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. In your ability to act as a leader among other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Job satisfaction (Pre and Post)

20. Please indicate the extent to which you agree or disagree with the following statements

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. I like the people with whom I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get along well with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My colleagues stimulate me to do better work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working conditions in my school are good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I get along well with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My students respect me as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching provides me the opportunity to help my students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teaching encourages me to be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teaching provides an opportunity to use a variety of skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I receive recognition for my successful teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership

21. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. My administrators treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My administrators are effective instructional leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My administrators facilitate communication effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My administrators support me in my work with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My administrators support shared decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My administrators allow me to be an effective instructional leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My administrators are effective in helping us reach our vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My administrators allow me to collaborate with peer teachers or visit model classrooms across the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My administrators provided personalized feedback on how to improve BlendEd learning implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My administrators leverage BlendEd learning to deliver professional development to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceived impact (Post Only)

22. Please indicate the extent to which you agree or disagree with the following statements.

With BlendEd instructional strategies, I feel that	Strongly Disagree	Disagree	Neither		Strongly Agree
			Agree or Disagree	Agree	
a. student motivation to learn increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. student engagement increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. student academic achievement increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. student accountability increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student voice and choice increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. More learning styles were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. more content was taught in a given time (e.g., quarter/semester).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. What do you need to implement BlendEd learning in your classroom?

24. How could your BlendEd implementation be improved? What additional supports do you need?

25. If you have any other comments about your experience with BlendEd learning, please include them here.

Thank you for completing these questions.

RMC Research Corporation, Denver
DE2TAILS: Data-Driven Ecosystem Enhancing Teaching and Improving Learning for Students
BlendEd Teacher Interview Protocol

Interviewer:

Respondent:

Date of Interview:

Contact Information:

Thanks for taking this time to answer my questions. As you know, RMC Research is conducting an evaluation of BlendEd learning, which is part of the NE innovation grant DETAILS project. This interview is meant to capture your ideas about your work with the project and impacts that it may have had. The interview will take us about 30 minutes. Thanks for taking this time to participate. Your participation is totally voluntary. The information you provide will be kept completely confidential, and no names will be used in our reports. You have the option of not responding to any of the questions being asked without any negative ramifications or outcomes. (Optional: I will tape this interview so that we can be sure to capture your responses verbatim, rather than relying on handwritten notes.) Do you have any questions before we begin?

Implementation

1. Can you let me know briefly your background? (Degree, major, grade level, and year teaching).
2. How did you first get connected with BlendEd learning? What motivated you to participate?
3. What is the nature of your collaboration with other teachers in this project?
4. How has BlendEd been implemented at your school? Is it being used as intended? Please explain.
 - a. What kinds of professional development and support do you receive? How prepared are you in the use of the technology? How confident are you for use of the technology? Please explain.
 - b. What are some effective strategies for getting you to use these resources? Do teachers other than BlendEd learning teachers benefit from the resources? If so, how?
 - c. To what extent do program components of BlendEd learning integrate with other classes or instruction going on in the building?

5. What implementation challenges have you experienced? (If some have already been mentioned, restate the challenges and either ask them to elaborate or ask if additional challenges have been encountered.)
 - a. What strategies did you use to address those challenges?
 - b. To what extent do you feel those strategies were successful?
 - c. What additional support do you need to address these challenges?

Impact

6. What do you believe has been the impact of participating in BlendEd on the students in the program?
 - a. (if not answered) What has been the **academic** impact on students?
 - b. What is the nature of personalized learning experiences for your students? Please elaborate.
 - c. (if not answered) In what ways, if any, has BlendEd impacted students' **college and career readiness**?
 - d. In what ways has BlendEd influenced student-student interactions? In what ways has BlendEd influenced student-teacher interactions?
7. How are you and your school benefitting from being involved in the project? In what ways has BlendEd influenced teacher-teacher interactions? In what ways has BlendED influenced teacher-administrator interactions?
8. How useful are the BlendEd resources? What have you learned from your students, peer teachers and/or administrators that can be used to improve the resources?
9. What suggestions do you have for improvement?

Sustainability

10. What factors have served to facilitate your implementation of BlendEd in your classroom? (PROBE: What kinds of activity have been most beneficial to the project?)
11. To date, what lessons have you learned as a result of your participation in BlendEd?
 - a. Would you recommend BlendEd to peer teachers?
 - b. What advice would you give to others who wish to participate in BlendEd?

Thank you so much for your time.

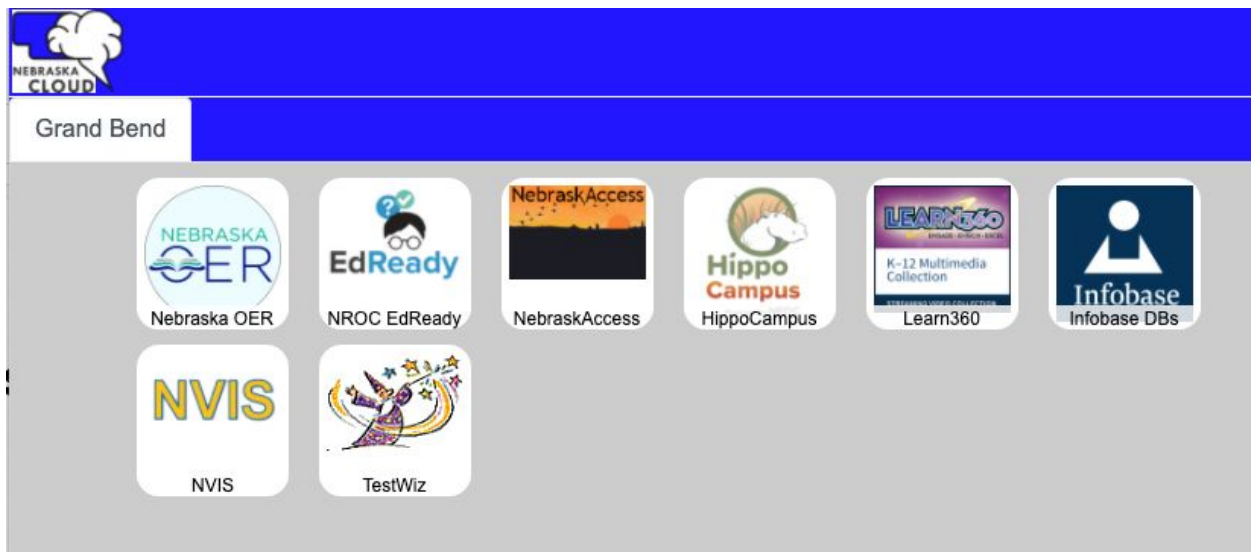
ESUCC Information Services Update

Scott Isaacson
May, 2020

Software Innovation Network

In the current remote environment efforts have shifted to information gathering and needs analysis, toward prioritizing the CARES act resources and providing technological supports in this new time. The [NDE Commissioner's public survey](#), direct interviews with stakeholders, discussions with NOC and other ESU affiliate leaders, and other channels of input are all coming together to help prioritize and direct work in this area. It seems the NDE plans to announce additional resources during May to address the gathered reported needs.

The Academic Advancement Plan (AAP) application has received some new attention based on the remote operations now in place at schools. Dean Folkers and I have discussed using some contract development work to update this software to improve communications between Interim Program Schools and resident districts.



The new app launch portal (screen shot above) is available to all districts statewide and is populated by default with freely available apps and resources.

DE²TAILS

Xin Wang from RMC has provided the final evaluation report for the project and it is included as a separate attachment on the meeting today.

Nebraska Cloud Hosting

With changes in priorities, I have developed a new project plan to finally remove our servers from the Nebraska Hall data center and adjust the hosting contract to only include the off-site backup server. The new plan has us completing those moves by the end of May. This could be impacted due to the data center currently being closed for outside access.

SRS

During April, the focus of the SRS development team was ADVISER reporting. The team has released 10 fixes into the live system since our last board meeting. Helpdesk calls are down, and Minh is taking these via his cell phone at home at this time. The SRS was held via Zoom on the afternoon of April 20th. Reports from the field show that the improvements in the system are noticed and many areas reported no or very minor problems in their daily operations. We are at the threshold to move from fixing to improving even more. Future enhancements include support for 504 plans and an administrative dashboard or checklist to help administrative users see a concise list of problems such as errors reporting students to ADVISER, expired forms, or incomplete data. A beginning design of the support for 504 plans is among the plans for May.

Grand Island will be transitioning away from SRS during the 2020-2021 school year as they adopt the Edupoint Synergy product and our team has met with them about a data interchange to make that a smooth process.



PROJECT NAME: Digital Learning Projects – Special Projects

REPORTED BY: Rhonda Eis – Information provided by Blended Project leaders

REPORT PERIOD: May 2020

Blended Learning – Special Projects

ESU Remote Learning Support

- **Promotional Video:** <https://youtu.be/LdNrmn22b2g>
- **More Information:** [ESU Remote Learning Support](#)
- **Friday Webinars through May**
 - 1:00pm -2:00pm (CT) for Elementary
 - 2:00pm -3:00pm CT) for MS/HS
 - Currently over 350 people have participated since start up. (Representing ALL ESUs)
 - Includes:
 - Introduction to the Resources
 - Interview -TLT Special Project Participant sharing a Remote Learning Plan
 - Breakout Rooms: Discussion, Specific Tool Overviews
- **May Virtual Workshops**
 - May 27, 9:00am -12:00pm (CT) for Elementary
 - May 28, 9:00am -12:00pm (CT) for MS/HS
 - Currently have 143 individuals registered. (Representing ALL ESUs)
 - Includes:
 - Overview Remote Learning Best Practices (Enrichment & Educational Opportunities)
 - Investigate Remote Learning Plans put forth by TLT Special Project Participants
 - Time to create a Remote Learning Plan
- **June Future Ready Virtual Conference**
 - June 15 & 16, 9:00am -12:00pm (CT)
 - Currently have 256 individuals registered.

We Are Here to Help With Remote Learning

Nebraska Educators
Supporting
Nebraska Educators



[Our Response in Support of Remote Learning](#)

[A Recap from Last Week's Webinar](#)

Number of Participants: 106 Educators

4/24 Elementary Recording: [Watch the Webinar](#)

4/24 Secondary Recording: [Watch the Webinar](#)

[This Week's Featured Teachers](#)



Deb Bulin

Math Teacher, Thayer Central



Sarah Davenport

3rd Grade Teacher, Westside

Friday Webinars (Free Online)

**Real Teachers
Sharing Real Remote
Learning Plans**

Elementary: 1-2pm CST
MS/HS: 2-3pm CST

[Register](#)
[Now](#)

May Workshop (Free Online)

**Design Your Own
Remote Learning
Lesson Plan**

Elem: May 27th 9am-12pm CST
MS/HS: May 28th 9am-12pm CST

[Register](#)
[Now](#)

June Conference (Free Online)



**Preparing All
Stakeholders
for Remote
Learning in
2020-2021**

June 15th 9am-12pm CST
June 16th 9am-12pm CST

[Register](#)
[Now](#)

More Information on ESU Remote Learning Support: bit.ly/digitalagepedagogy



PROJECT NAME: Digital Learning Projects – Instructional Materials

PROJECT DIRECTOR: Rhonda Eis

REPORT PERIOD: May 2020

Learn360

- Cooperative Purchase Orders as of May 1 – Orders have been received from ESU 8, ESU 13 and Ainsworth Public Schools for a total student count of 27,433. ESU 18 (LPS) will be submitting order soon which will move the cost per student into the \$0.44 price tier.
 - ESUs purchasing for districts, prepare and attach a list of your district names with student counts when finalizing the order at checkout. Also, include your ESU on one of the rows. There will be a box to upload this on the last page of checkout.
 - Orders due: May 15 - [Marketplace Login](#)
 - Learn360 Ordering Instructions: [Click here](#)
 - Information on Learn360: [Click here](#)
- ESUs that have districts renewing will have access to admin portal to provide support to those districts. This applies to all ESUs with ANY renewing districts.

Open Education Resources (OER) Project

- Nebraska OER Hub: <https://www.oercommons.org/hubs/nebraska>
- ISKME's digital librarians curated collections of K-12 resources and full courses for teachers to use with students and resources to help teaching and learning practices. It is organized by grade level, subject, and provider to help teachers quickly find resources.
 - Click here to access hub: [New K -12 Remote Learning Hub](#)
- NDE OER Updates
 - NDE Summer Workshops
 - OER summer workshops are on hold. No face-to-face training.
 - Dorann Avey will meet with content specialists to explore options to do virtual OER work and to pay trained teachers for their work.
 - Dorann Avey is working with a couple states that are currently building their OER Commons Hubs to bring more contributors into our hub.
 - A guide for building student-facing modules was created by Dorann Avey and a session on this may be available at Future Ready virtual conference.
 - Click here to view guide: [OER Creation - Teacher Guide](#)

OverDrive – ESUCC Professional Library

- Book Credit available - \$8,769.44
- Book requests fill out the form: [Book Request Form](#)
- Book Usage YTD

	Users	Check Outs
ESU 1	6	9
ESU 2	2	5
ESU 3	4	9
ESU 4	4	14
ESU 5	1	2
ESU 7	2	4
ESU 8	4	12
ESU 10	4	7
ESU 13	2	12
ESU 16	2	2
ESU 17	1	1
ESU 18	1	1
ESUCC	4	29
TOTAL	37	107

PDO Summer Training

- Catlin Tucker Power Up Blended Learning – July 23 & 24
 - TLT leadership has been in contact with her. She will be prepared to travel and speak at the event as scheduled so long as the national and local recommendations do not extend to cover that timeframe.

New - TLT Leadership 2020-21

- Co-Chair - Nick Ziegler, ESU 5
- Co-Chair - Kelly Means, ESU 19
- Co-Recorder - Ben Hanika, ESU 4
- Co-Recorder -- Lori Biesecker, ESU 13
- Co-Representative – Samantha Pavelka, ESU 16
- Co-Representative - Chris Haeffner, ESU 18
- ESU Coordinating Council – Andrew Easton
- ESU Coordinating Council - Rhonda Eis
- Nebraska Department of Education - Dorann Avey