

Using Stakeholder Feedback to Inform Learning Initiatives



Insights from Project Tomorrow and the Speak Up Research Project



Dr. Julie A. Evans
CEO, Project Tomorrow
September 23, 2018



Today's discussion topics

- Getting to know each other!
- Stakeholder feedback: value and challenges
- Case study approach: translating Speak Up feedback data into actionable knowledge
- Your questions, comments and thoughts

Getting to know each other!



About Project Tomorrow (www.tomorrow.org)

- Nonprofit education organization supporting K-12 education since 1996
- Mission is to ensure all of today's students are well prepared for the future
- Programs and research focus on role of digital tools within the education ecosystem – believe in power of STEAM to support student preparation for college and career success
 - **Speak Up Research Project on Digital Learning:** *collecting & reporting on the authentic feedback of K-12 stakeholders to inform federal, state & local programs and policies*



Stakeholder feedback



Stakeholder feedback

Who do you collect feedback from?

- ✓ Your teachers
- ✓ Your administrators
- ✓ Other staff groups
- ✓ Parents of your students
- ✓ Community members
- ✓ Students



Stakeholder feedback

Who do you collect feedback from?

- ✓ Your teachers
- ✓ Your administrators
- ✓ Other staff groups
- ✓ Parents of your students
- ✓ Community members
- ✓ Students



Is that feedback process a regular, institutionalized event or more sporadic?

Maybe in response to an event or need for just-in-time information?

Stakeholder feedback

How do you collect the feedback?

- ✓ School board meetings
- ✓ Town hall meetings / community meetings
- ✓ Surveys created in house OR you pay a company to do surveys for you
- ✓ Small group discussions on specific topics
- ✓ Parent advisory groups
- ✓ Union or bargaining unit negotiations
- ✓ Informal discussions – “what do you think about this?”



Stakeholder feedback

Value and challenges of collecting feedback

Value proposition:

- Gain information – learn about different perspectives
- Surprises – debunk assumptions
- Tool for engagement
- Good policy to understand views of your stakeholders



Stakeholder feedback

Value and challenges of collecting feedback



Value proposition:

- Gain information – learn about different perspectives
- Surprises – debunk assumptions
- Tool for engagement
- Good policy to understand views of your stakeholders

Real world challenges:

- Collecting stakeholder feedback is difficult!
- Can be expensive – time, effort, funds
- Validity of the feedback – is my sampling representative?
- Lacking of comparatives – is this significant or not?
- How to make meaning of the feedback – how can it impact our work?

Introducing you to a new way to collect and use stakeholder feedback to maximize **value** and minimize **challenges**

Value proposition:

- Gain information – learn about different perspectives
- Surprises – debunk assumptions
- Tool for engagement
- Good policy to understand views of your stakeholders

Real world challenges:

- Collecting stakeholder feedback is difficult!
- Can be expensive – time, effort, funds
- Validity of the feedback – is my sampling representative?
- Lacking of comparatives – is this significant or not?
- How to make meaning of the feedback – how can it impact our work?

“Without data, you are just another person with an opinion ...”



Introducing the **Speak Up Project** to inform new discussions and better decision-making around your digital learning plans

About the Speak Up Project (www.tomorrow.org/speakup)

- Annual research project since 2003
- Facilitated 100% through schools and districts
- We design and provide education leaders with a **suite of online surveys** they can use to collect feedback from their K-12 stakeholders
- **All K-12 schools** – public, private, parochial, charter, virtual - **are eligible to participate**
- Schools get **summary report with all locally collected data** + state and national data for benchmarks
- Project Tomorrow manages all data collection and reporting for schools - **100% free service**



We share national data with federal, state and local policymakers to inform programs and funding

About the Speak Up Project (www.tomorrow.org/speakup)

Online surveys available for these stakeholder groups:

- ✓ **K-12 students – age appropriate, reading level appropriate, group versions for K-5**
- ✓ **Teachers**
- ✓ **Librarians and Media Specialists**
- ✓ **Parents – in English and Spanish + group format**

- ✓ **School Site Administrators**
- ✓ **District Administrators**
- ✓ **Technology Leaders**
- ✓ **Public Information Officers**
- ✓ **Community Members – in group format also**



About the Speak Up Project (www.tomorrow.org/speakup)

Survey question topics include:

- ✓ Use of technology to support learning
- ✓ School climate for innovation
- ✓ College and career ready skill development/interest
- ✓ Leadership challenges
- ✓ Teachers' needs for professional learning
- ✓ How do different stakeholders value digital learning
- ✓ Emerging trends w/digital tools, content and resources
- ✓ New classroom models: mobile, blended, flipped
- ✓ School to home communications
- ✓ Parent concerns – safety issues
- ✓ Designing the ultimate school



Since 2003, over 5.4 million K-12 stakeholders have submitted a Speak Up survey

About the Speak Up Project (www.tomorrow.org/speakup)

Survey questions cover three vectors:

Activities:

how are education stakeholders using technology?

Attitudes:

how do they value those learning experiences?

Aspirations:

how would they like to use technology for learning?



About the Speak Up Project (www.tomorrow.org/speakup)

Reports and resources provided to school districts :

- All data – every survey – every question – every audience
- District level + School level
- Comparatives: County / State / National
 - If desired: District size, community type, Title 1 status
- Templates for powerpoints
- Templates for infographics
- Using data workshops



About the Speak Up Project (www.tomorrow.org/speakup)

5 primary ways that districts use their Speak Up feedback data



Teacher
Professional
Development

Advocacy &
Engagement

Evaluating
Outcomes

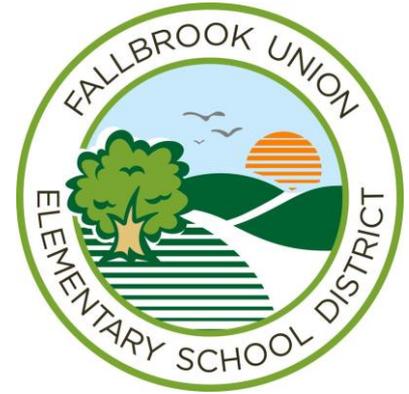
Decision-
making

Funding
Development



Fallbrook Union Elementary School District

- Participating in Speak Up for several years
- Focus on student, teacher and parent data to inform plans
- 2017: 1,820 K-8 students completed a Speak Up survey – 36% of total student population
- Analysis included examining the quantitative survey data as well as the open-ended comments from students, teachers and parents
- Findings presented to the district leadership team
- Commentary from Hamilton McDermott, Director, Information Technology, Fallbrook UESD

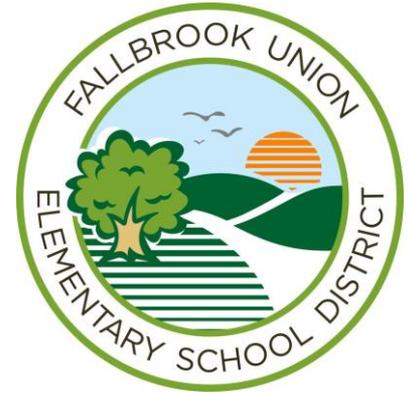


Fallbrook Union Elementary School District

Key takeaways from their analysis of the feedback data:

The district has a **wide spectrum in terms of teachers’ “comfort” or “readiness” to use technology** to transform teaching and learning. This impacts the adoption process of new initiatives in the district. The district needs to take that spectrum into account when planning – and also for teacher morale & training needs.

While students appreciate the district’s investment in technology to support learning in the classroom, **students’ preferences continue to be to use their own mobile device for learning.** Using one’s own device (smartphone, tablet, laptop, chromebook) equates to personalization for the students. Their own devices are customized to their specific behaviors and habits of use. The challenge is to how to address that need while still maintaining student safety online and supporting effective classroom strategies.



Today's discussion topics

- Getting to know each other!
- Stakeholder feedback: value and challenges
- **Case study approach: translating Speak Up feedback data into actionable knowledge**
- Your questions, comments and thoughts

Big picture trends from our research ...

- Greater emphasis on students' global skill preparation
- Value of personalized learning on the rise
- Interest and acceptance of new learning models
- Increasing criticality for Internet connectivity – at school and at home
- Learning is a 24/7 enterprise for students
- New expectations from parents – digital aspirations esp. for communications
- Strong desire to understand real outcomes from digital learning
- Digital learning is a metaphor today for education transformation



Today's discussion topics

- **Case study approach: translating Speak Up feedback data into actionable knowledge**
 - Addressing educational equity issues
 - Enhancing teacher effectiveness
 - Supporting digital citizenship development
 - Preparing students for the workplace
 - Connecting school to home

National participation in Speak Up 2017: 406,779

Survey Audience	# of Surveys Submitted
K-12 Students	340,927
Teachers & Librarians	34,833
Parents	23,159
Administrators	3,249
Community Members	4,611

About schools and districts: 3,641 districts, 10,619 schools
29% urban, 34% rural, 37% suburban, 68% title 1 eligible

Translating Speak Up feedback data into actionable knowledge



Addressing
educational
equity
issues

How to improve student academic and readiness outcomes?

Speak Up feedback from district leaders

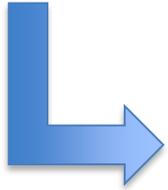
Top 3 high impact strategies for improving student outcomes and ensuring that students are college/career ready are:

- Enhancing teacher effectiveness
- Integrating college and career skill development into instruction
- Leveraging technology tools and solutions effectively

How to improve student academic and readiness outcomes?

District leaders identify 3 high impact strategies for improving student outcomes and ensuring that students are college/career ready:

- Enhancing teacher effectiveness
- Integrating college and career skill development into instruction
- Leveraging technology tools and solutions effectively



But equity of learning experiences using technology is a major challenge according to principals:

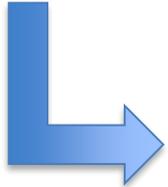
**47% of principals in
Title 1 schools**

**39% of principals in
non-Title 1 schools**

How to improve student academic and readiness outcomes?

District leaders identify 3 high impact strategies for improving student outcomes and ensuring that students are college/career ready:

- Enhancing teacher effectiveness
- Integrating college and career skill development into instruction
- Leveraging technology tools and solutions effectively



But equity of learning experiences using technology is a major challenge according to principals:

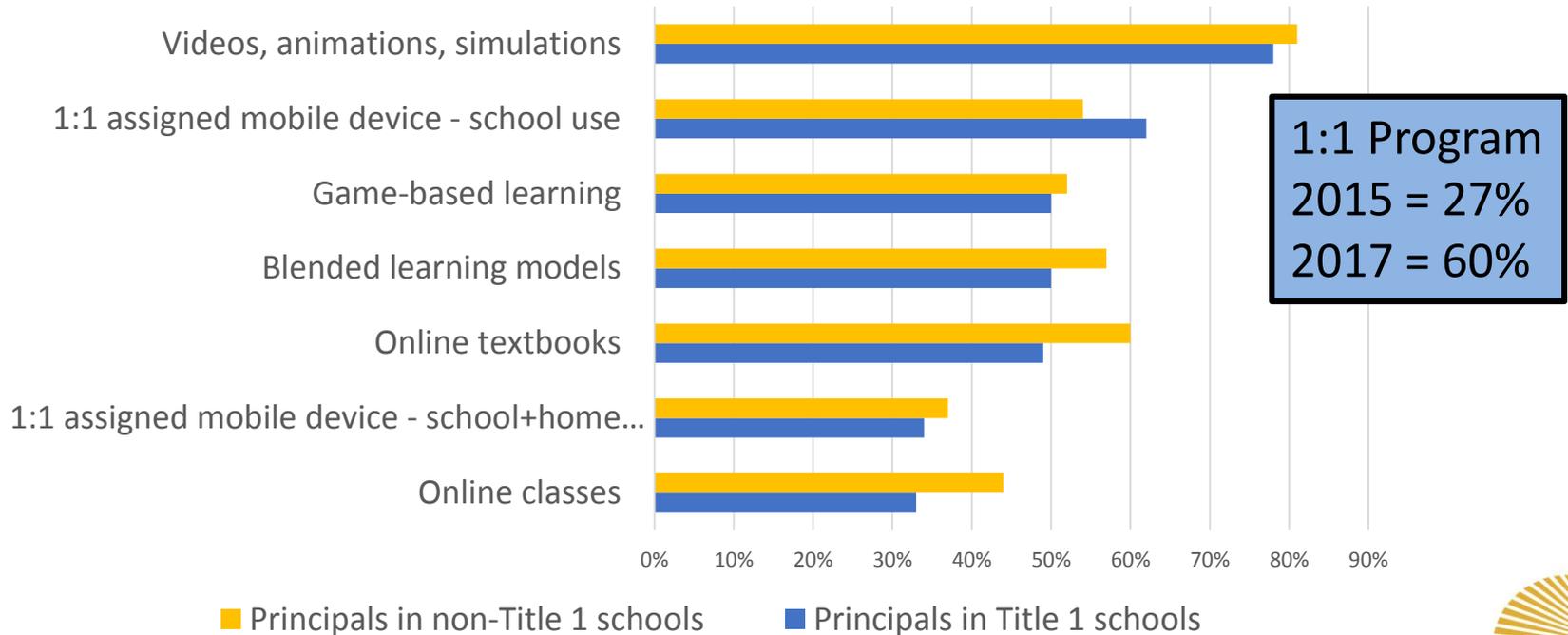
**47% of principals in
Title 1 schools**

**39% of principals in
non-Title 1 schools**

- ✓ Availability of tech for student use
- ✓ Internet capacity/bandwidth
- ✓ Support for teachers

Is the access to or distribution of technology resources equitable?

Schools and districts are implementing more 1:1 mobile programs and digitally-enhanced curriculum than ever before . . . *but equity of access is still an issue*



Is there a relationship between providing student with mobile devices and equity considerations?

Principals and teachers say that mobile devices have a **strong positive impact on equity** :

Rural schools		Urban schools		Suburban schools	
Principals	Teachers	Principals	Teachers	Principals	Teachers
53%	38%	59%	44%	55%	41%

By providing all students with access to a mobile device to use in school, schools and districts are leveling the playing field in terms of technology access for their students at school.

Is the student learning experience different when students have an assigned mobile device to use at school for learning?

Types of schoolwork tasks	HS students with an assigned laptop/Chromebook	HS students without an assigned laptop/Chromebook
Schoolwork organization		
Checking grades	89%	76%
Getting reminders about tests or homework due dates	53%	39%
Personalizing learning process		
Emailing teacher with questions	60%	42%
Taking notes in class	46%	31%
Enhanced learning experiences		
Doing Internet research	78%	65%
Creating documents to share	64%	46%
Collaborating with peers on projects	47%	33%

Addressing educational equity issues: new questions to ask

- Are our **technology resources distributed equitably** across our schools or within our classrooms so that every student can use those resources to address their own learning needs?
- How are we **helping our teachers understand the connection** between the effective use of digital tools, content and resources, and the development of college and career ready skills by our students?
- Are we **articulating a priority for educational equity to our parent community** in our messaging around the use of technology in our classrooms?
- How are we engaging with our **students to ensure that their voice** is included in this important discussion around technology usage to support their learning?
- Does our district or school mission statement or vision include a **commitment to educational equity**?

Translating Speak Up feedback data into actionable knowledge

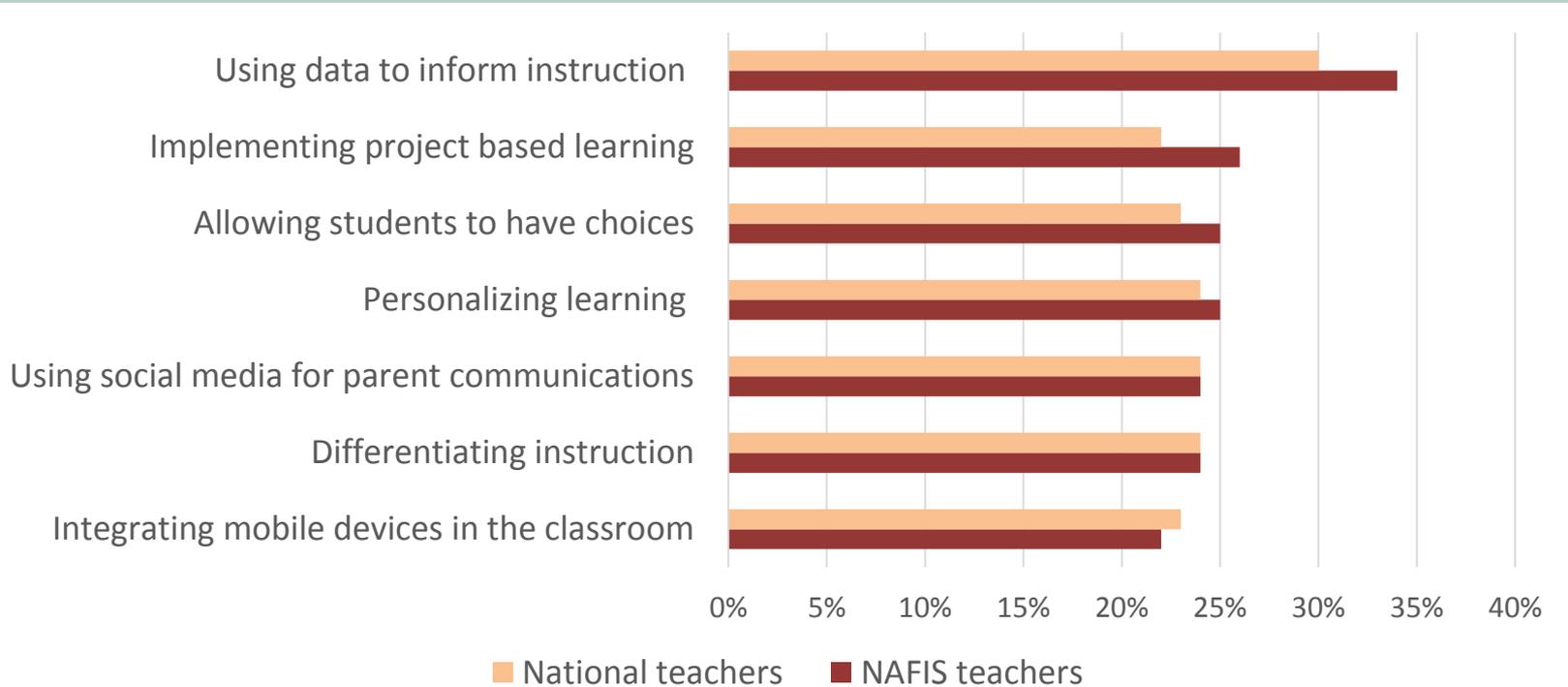


Enhancing
teacher
effectiveness

What is the value proposition of digital learning for school principals?

Benefits of digital content usage in the classroom	Principals 2009	Principals 2013	Principals 2017
Increases student engagement	67%	74%	68%
Personalizes learning	45%	45%	64%
Improves teachers' skills with technology	49%	44%	60%
Improves quality of instructional materials	45%	49%	55%
Differentiates school as innovative	47%	46%	55%
Improves relevancy of instructional materials	46%	49%	51%
Makes use of existing technology	36%	34%	44%

Teachers' level of comfort with new learning environments: % that say they are “very comfortable” using these tools or strategies



To use digital tools more effectively, I need ...

Needs for support or resources	% of NAFIS Teachers	% of National Teachers
✓ Planning time with colleagues	68%	65%
✓ Consistent, reliable Internet access	60%	55%
✓ Just in time technology support	55%	55%
✓ Professional development	52%	53%
✓ Class set of mobile devices	58%	50%

To use digital tools more effectively, I need ...

Needs for support or resources	% of NAFIS Teachers	% of National Teachers
✓ Planning time with colleagues	68%	65%
✓ Consistent, reliable Internet access	60%	55%
✓ Just in time technology support	55%	55%
✓ Professional development	52%	53%
✓ Class set of mobile devices	58%	50%

No real surprises here ...

To use digital tools more effectively, I need ...

But less than 1/3 of teachers say they need:

- Information on classroom strategies using technology within learning
- Online tools to help them organize digital resources for classroom usage
- Rubrics for evaluating the quality and efficacy of digital resources for student use

To use digital tools more effectively, I need ...

But less than 1/3 teachers say they need:

- Information on classroom strategies using technology within learning
- Online tools to help them organize digital resources for classroom usage
- Rubrics for evaluating the quality and efficacy of digital resources for student use

And when asked about PD, only 27% said they want to learn:

- How to integrate digital content components within a comprehensive curriculum
- How to use technology to support formative assessment
- How to use student data to improve teaching practices and student learning experiences

Supporting teachers' development of new capabilities and capacities



Speak Up feedback data provides awareness of the various levels of professional development needed, and the value of personalizing PD for teachers as well as students.

Translating Speak Up feedback data into actionable knowledge

Supporting
digital
citizenship
development



Students report on what they are explicitly learning in school

What types of digital citizenship are you learning in school?

Highest ranked types:

- ✓ How to be safe online
- ✓ How to use technology appropriately for learning purposes
- ✓ What are appropriate online behaviors

Lowest ranked types:

- ✓ Ethical/lawful use of technology
- ✓ Digital equity considerations
- ✓ How to be an effective consumer in an online society
- ✓ Appreciating the digital rights of others

NAFIS schools:

65% of students say they are learning how to be safe online

Only 28% say they are learning about the ethics of tech usage

Who has the biggest influence on what students learn about digital citizenship?

Biggest influencer	Gr 6-8 Students say:	Gr 9-12 Students say:
Parent	58%	50%
Teacher	53%	38%
Self	35%	44%

Who has the biggest influence on what students learn about digital citizenship?

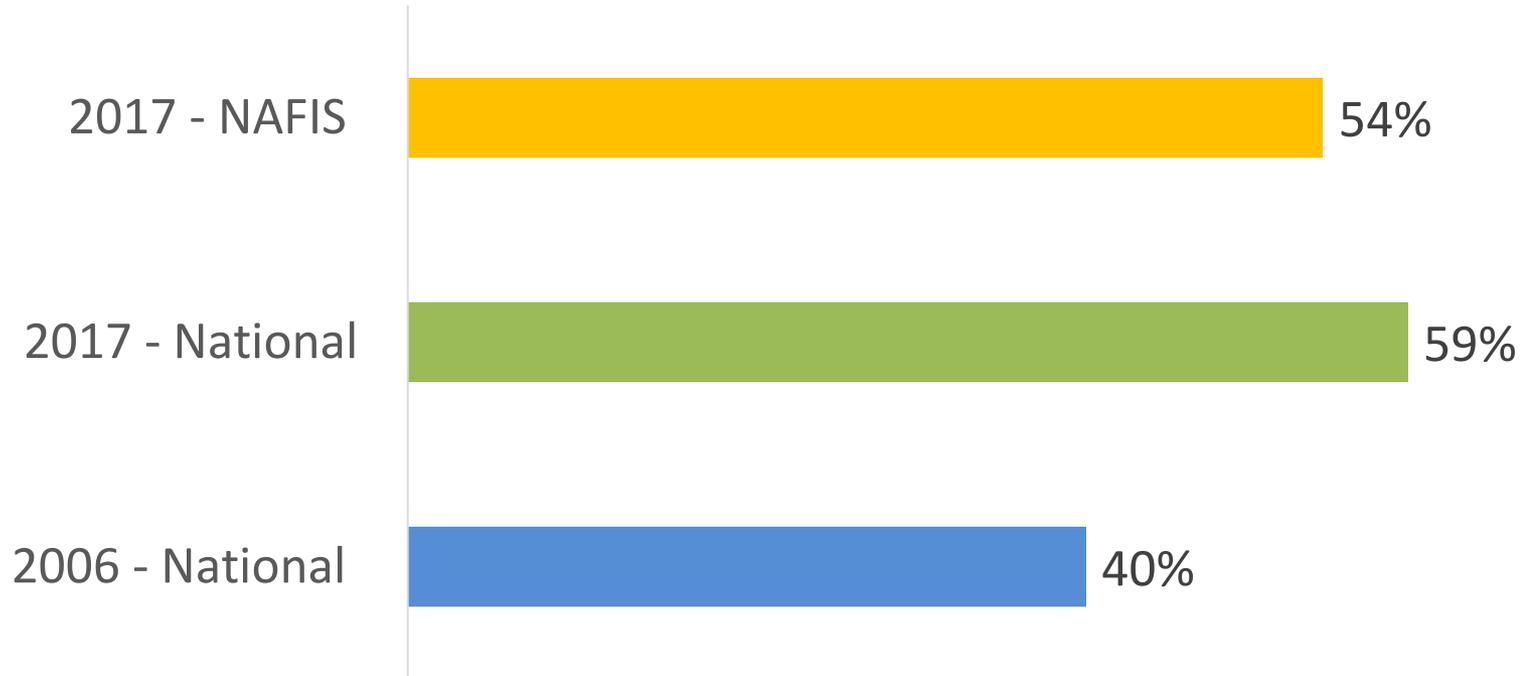
Biggest influencer	Gr 6-8 Students say:	Gr 9-12 Students say:
Parent	58%	50%
Teacher	53%	38%
Self	35%	44%

Note: Who should have the biggest influence?

- ✓ **88% of school principals say “the classroom teacher”**
- ✓ **88% of parents say “the parents”**

Parents' concerns about child's technology use in general

Too much screen time



Educators see this:



Parents fear this:



Understanding how to support the development of digital citizenship skills

- Online safety skill development is important but insufficient for today's students
- Schools do not have the monopoly on digital citizenship training
- Natural opportunity to engage parents in the process since they believe they have the greatest influence: **56% of NAFIS parents say that skill development should start in grades 1-3**
- Parents' concerns transcend online safety. Need to rethink how we are messaging digital learning to talk about outcomes, not just the "stuff" we are investing in

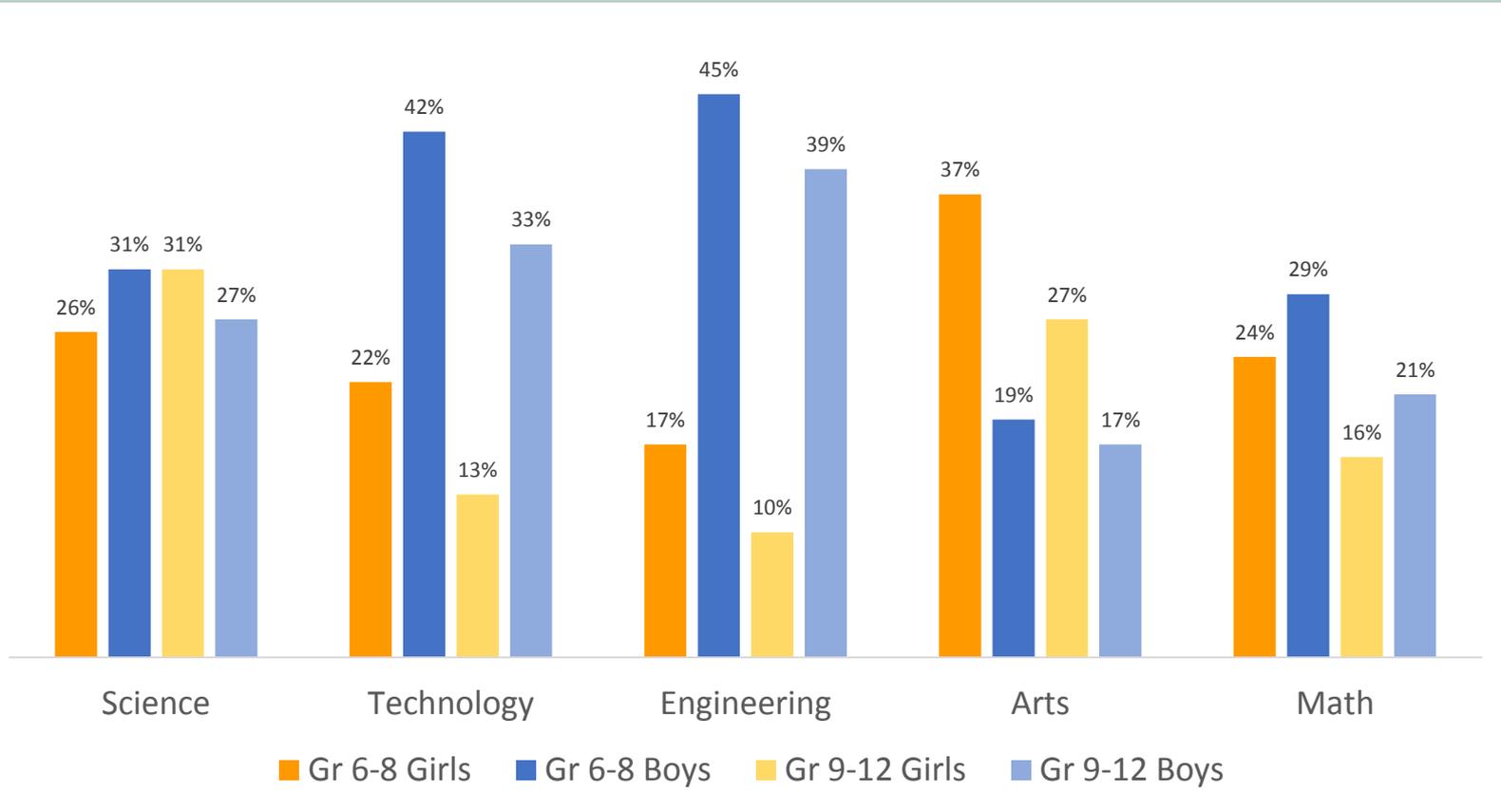


Translating Speak Up feedback data into actionable knowledge

Preparing
students for
the
workplace



Who says they are “very interested” in a STEAM career for their future?



Who wants to learn how to code?

60% of girls in grades 6-8 and 50% of girls in grades 9-12 say they are interested in learning how to code

- *But their level of interest is still less than their male peers*
- *And that level of interest is half as intense as their male peers*

	Gr 6-8 Girls	Gr 6-8 Boys	Gr 9-12 Girls	Gr 9-12 Boys
Very interested	18%	31%	13%	25%
Somewhat interested	42%	38%	37%	40%
Total interest	60%	69%	50%	65%

How do students want to learn about future careers?

Declining interest in

After school programs (33%)

Going to summer camp (31%)

Taking a CTE class (29%)

Participating in competitions (27%)

Working w/mentors (26%)

How do students want to learn about future careers?

Declining interest in

After school programs (33%)

Going to summer camp (31%)

Taking a CTE class (29%)

Participating in competitions (27%)

Working w/mentors (26%)

Rising interest in

Through work experience (66%)

Field trips to companies (48%)

Career pros as teachers (46%)

Playing an online game (38%)

Teachers w/industry experience (37%)

Watching a video about jobs (36%)

Taking an online quiz re: abilities (34%)

Taking an online class (33%)

Follow experts on social media (31%)

How do students want to become prepared for the world of work?



- Using technology purposely
- Creating, making, inventing
- In a real world setting – not a hypothetical environment
- Tapping into digital tools and media
- Through self-directed and personalized learning that is honored by educators

Translating Speak Up feedback data into actionable knowledge



Connecting
school to
home

New expectations from parents for both engagement and information

Parents have greater access and experience with digital tools – and that is changing their expectations

Parents ...	2012	2017
Have a personal smartphone	73%	97%
Prefer a face to face meeting at school	58%	40%
Prefer a personal phone call from the teacher	49%	34%
Prefer to look up info on the school or district website	37%	22%
Prefer to look up info on school or class portal	48%	28%

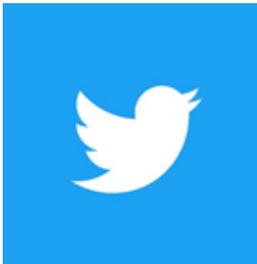
The role of emerging tools in the communications toolkit

Two primary “utility players” that are the go-to favorites for district communications:

District communications officers say this is effective for:



- General information (78%)
- Crisis communications (76%)
- Good news (91%)
- Brand development (80%)



- General information (70%)
- Crisis communications (71%)
- Good news (77%)
- Brand development (61%)

New expectations from parents for both engagement and information

Parents have a different valuation set around the use of various tools for effective communications



- Only **19% of parents in NAFIS school districts** say that Facebook is an effective tool for district communications for information or alerts



- Only **3% of parents in NAFIS school districts** say that Twitter is an effective tool for district communications for information or alerts

New expectations from parents for both engagement and information

Parents have a different valuation set around the use of various tools for effective communications



- Only **19% of parents in NAFIS school districts** say that Facebook is an effective tool for district communications for information or alerts



- Only **3% of parents in NAFIS school districts** say that Twitter is an effective tool for district communications for information or alerts



- But **54% of parents in NAFIS school districts** say send me a text message!

New expectations from parents for both engagement and information

What tools do parents think are most effective?

Tools	Under 30	30-39	40-59	+60
Auto phone message	60%	54%	52%	54%
Personal email	59%	76%	79%	74%
Text message	46%	52%	49%	40%
School/district websites	26%	23%	21%	23%
Push to mobile app	24%	26%	24%	15%
Facebook	21%	22%	14%	9%
Online newsletters	19%	24%	24%	21%
PTA meetings	12%	8%	7%	8%
YouTube channel	4%	3%	2%	3%
Twitter	3%	3%	4%	2%

New expectations from parents for both engagement and information

Parents of school-aged children and social media usage in their personal lives

Social Media	Usage: Always+Often: under 30	Usage: Always+Often: 30-39	Usage: Always+Often: 40-49	Usage: Always+Often: over 50
Facebook	63%	65%	58%	49%
Instagram	31%	28%	21%	14%
Snapchat	35%	13%	6%	5%
Twitter	10%	7%	10%	10%
YouTube	41%	29%	22%	22%



Usage for personal interactions ≠ interest in using for school or district communications

New expectations from parents for both engagement and information

What is most important to parents in terms of communications and engagement?



- ✓ Convenient access
- ✓ Push, not search
- ✓ Personalized, not standardized information
- ✓ Timeliness and currency
- ✓ Realization that they are busy
- ✓ High impact/high ROI type messages and information

Today's discussion topics

- **Case study approach: translating Speak Up feedback data into actionable knowledge**
 - Addressing educational equity issues
 - Enhancing teacher effectiveness
 - Supporting digital citizenship development
 - Preparing students for the workplace
 - Connecting school to home

You can do this in your district also now!



More resources available at www.tomorrow.org

National Speak Up reports and infographics

Targeted and thematic reports

Digital learning trends

Community engagement

Mobile learning

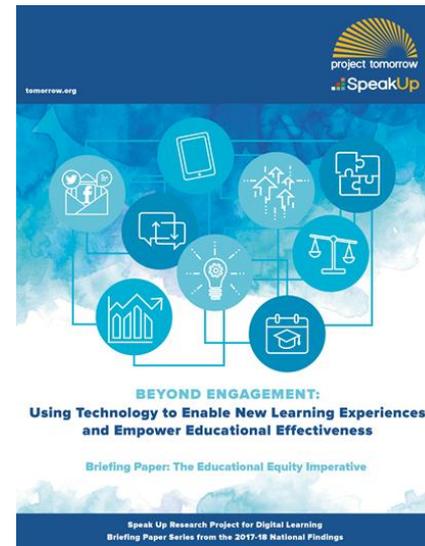
Games in the classroom

Blended learning outcomes

Presentations, podcasts and webinars

Services: consulting, workshops, evaluation and efficacy studies

✓ *We have expertise in the evaluation of mobile implementations, new classroom models and digital content usage*



More briefing papers and reports to be released this fall

Invitation for your district to participate in Speak Up 2018



- ✓ Use our online surveys
- ✓ Resources to support outreach
- ✓ Easy and efficient way to collect feedback from your stakeholders
- ✓ All data back to you
- ✓ Use data to inform, engage, plan,
- ✓ Make better decisions

Surveys open Oct 15 – Jan 19

Learn more www.tomorrow.org/speakup



100% free service to all schools and districts – including reports with comparison data

Invitation for your district to participate in Speak Up 2018

New for 2018!

- **1:1 Mobile Learning Impact Snapshot Surveys**
 - Focused surveys for students and teachers
- **Professional Development Needs Analysis Survey**
 - Focused survey for teachers
- **Choice to use 2018 surveys or use older version for longitudinal analysis – district option!**



Invitation for your district to participate in Speak Up 2018

4 Questions to get started:

1. Who? Select your audiences
2. When? Pick your time frame
3. Which? Different survey options
4. Why? Identify how you will use the data and communicate that to your stakeholders



Feedback from you!



**Your questions,
comments,
thoughts**

Using Stakeholder Feedback to Inform Learning Initiatives



Thank you for joining me today!

Dr. Julie A. Evans
CEO, Project Tomorrow
949-609-4660 x15
@JulieEvans_PT
jevans@tomorrow.org

