

As part of their Year 1 evaluation of the Raising Blended Learners (RBL) grant program, FSG, a third-party evaluator, conducted a survey to better understand how teachers in RBL demonstration sites are experiencing blended learning implementation. Blended learning combines the best face-to-face teacher instruction and online technology to deliver student-centered learning.

Reflecting the variety of the participating districts and their student population, the responding teachers are from rural, urban, large, and suburban school districts. They lead small and large classes from 3rd to 9th grade. They represent relatively new and veteran teachers. Nearly 90% of participating teachers responded to the survey.

All RBL Teachers Prefer Blended Methods



Teachers surveyed prefer personalized blended learning versus traditional teaching methods.

“I would not go back because blended learning has proven to be best for kids. Even though it requires a lot more pre-work on the teacher’s end, it is more important to do what is best for kids to close gaps and increasing learning time.”

“Each student had their own pace of learning. This program provided the structure they needed to become successful stakeholders in their own personal learning.”

Blended Teachers are Confident



Upon completion of Year 1, teachers expressed confidence in their ability to successfully implement blended learning in their classrooms.

“Students that have not been successful or shown much growth are showing success. Students that have hated math and lacked confidence in the past love the new setting and are confident in their abilities.”

“Through the support and resources made available to us, including trainings and extra education, I feel like I have a solid understanding of what blended can look like in the classroom.”

Confidence with Blended Increases with Years of Experience

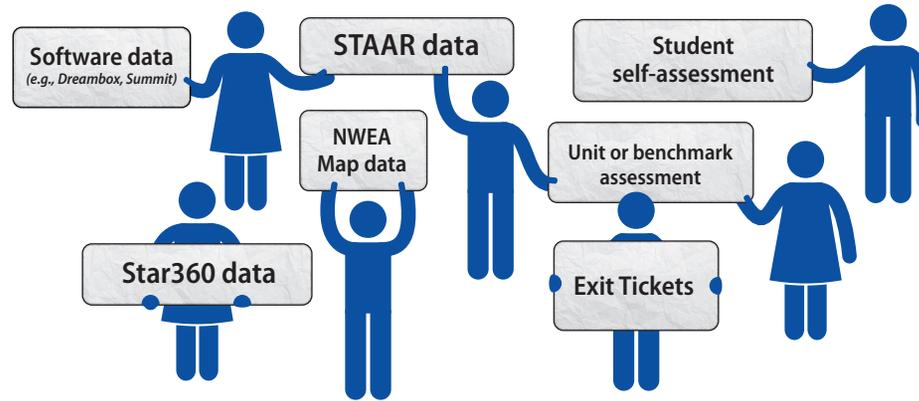


Data Drives Instruction

Teachers regularly use a variety of data to plan classes and tailor what they teach.



I've always differentiated instruction, but I learned that's not enough. Through blended learning, I was able to create individual pathways for each one of my students which made my class fun, relevant, and engaging.



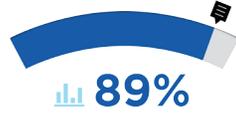
Teachers able to be more targeted in instruction due to blended learning

Blended Learning Benefits Students

Academic Benefits



Teachers have a greater sense of individual students' needs



Can better assess student learning with blended learning



Say students are, overall, working on content that is relevant to their specific learning needs



I definitely see how blended has helped move my students from a 'tell me what to do' into 'let me show you what I know.'

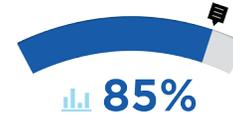


I have been able to cover more material due to the individual needs of the students.



I have never known my students as individuals like I have this year ... I feel like I could tell you something unique about each student, their likes and dislikes, and what subjects they are struggling with the most.

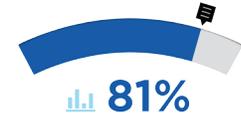
Nonacademic Benefits



Teachers have stronger relationships with students this year due to blended learning



Teachers report students are, overall, taking more pride in their academic accomplishments



Teachers say students have, overall, increased their self-confidence



My students are engaged in class. They laugh; they have fun; they believe in themselves.



I don't have discipline problems due to level of engagement. Kids tell me all the time that math is their favorite subject now.



I see that classroom management has been much easier. Some teachers may say that this freshman class is "hard to handle" or "crazy," but I don't see this. Instead, I see a class of students who are eager to learn and understand that they are in charge of their education.