

Executive Summary - Mid-year BLEND Blueprint Survey January, 2021

Survey Information:

In order to gain insights into the experiences of teachers and students using BLEND Blueprint content for learning, survey data was collected between December 16, 2020 and January 6, 2021. Participation in the surveys was encouraged through BLEND global announcements as well as through networks of coaches and teachers within Austin ISD. This was the second such survey to be administered (the first was in October, 2020) and the information is used by the Academics team to adjust formatting, content, and instructions within the Blueprint content being created by the Academics team during the 2020-21 school year.

Participation:

Participation rates during the mid-year window were as follows:

K-5 student survey	3,251 responses (3,671 responses in October survey)
6-12 student survey	5,114 responses (7,345 responses in October survey)
Teacher survey	511 responses (519 responses in October survey)

Graphical synthesis of information

Elementary [survey](#)

Secondary [survey](#)

Teacher [survey](#)

Important trends in responses:

Elementary student survey:

- Approximately 82% of students feel connected to their teacher and peers all or most of the time.
- Student requested the following improvements to their BLEND experiences:
 - Clearer expectations regarding assignments (45%)
 - Less work (39%)
 - More teacher feedback (38%)
 - Help finding the work (36%)
 - More choices (35%)
- The following were cited as helping students learn the most:
 - Zoom whole group teaching (48%)
 - Getting feedback from teachers (43%)
 - Zoom breakout rooms (42%)
 - Quizzes in BLEND (41%)

Secondary student survey:

- Approximately 53% of students feel connected to their teacher and peers all or most of the time.
- Student requested the following improvements to their BLEND experiences:
 - Amount of work assigned each week (58%)
 - Clarity for finding assignments (47%)
 - Clarity on due dates for assignments (46%)
 - Getting more feedback from teachers (44%)
- The following were cited as helping students learn the most:
 - Knowing what to expect in all subjects (61%)
 - Getting feedback from teachers (58%)

- Zoom whole group teaching (54%)
- Brain breaks (48%)

Teacher survey:

- 80% of teachers are using at least some of the blueprint content each week.
- The following aspects of blueprints are used most commonly by teachers:
 - Assignments (52%)
 - Instructional videos and resources (50%)
 - Home page/course organization (40%)
 - Additional links to adaptive software (IXL, iReady, etc...) (36%)
- For teachers who responded that they are NOT using blueprint content (20%), they reported the following reasons for this choice:
 - Already had their own content in BLEND (76%)
 - Blueprints do not meet the needs of their students (49%)
 - Do not like the style of the blueprints (41%)

Sample open ended responses from teacher survey:

- I appreciate the time and effort the curriculum teams are spending to create Seesaw lessons for content areas. I use all of the math and reading, most of the Big Ideas and some of the SEL. It saves me a lot of time. Modifying lessons and curriculum takes a huge amount of time for special ed teachers.
- I like the clear expectations provided through the lessons provided.
- I think the choice boards that are included help give parents ideas about tying student learning objectives with home enrichment activities.
- I am so impressed by how we have expanded the ways in which students can show their learning, and also how much more individualized feedback that I can give, because of the microphone feature. Also, I am teaching cursive, and they can video themselves making the letters and talking about how they are making the letters - in class, I couldn't get to everyone like I can with Seesaw!
- The Library activities allow me to adapt my planning to better fit the virtual teaching environment. I'm already spending more hours this year than normal, so the library activities are essential time savers.
- You all have found some excellent video resources and that means we don't have to send in for approval of videos.
- I appreciate the flexibility to customize for our class needs.
- I have learned SO much about BLEND. I love the virtual office hours and appreciate the content being pushed out
- Being able to better plan because the content is right there and being better able to teach hybrid and do synch and asynch.
- It has been very helpful during this uncertain time to know that all my students are getting the exact same content no matter where they are.
- I love how it stops during crucial parts of the lesson to allow response and think time for students during a lesson. (in reference to playposit)
- It really helps me see what details and how to teach the lesson. Sometimes I use them to adapt how to instruct my lesson with my students who are synchronous or sometime I have them do them to get quick feedback/ formative assessments on how they are doing.
- Although I customize much of the content, having a "jumping off point" is a lifesaver in a time when I am spending hours working harder than I ever have before to create equitable learning experiences for the hybrid classroom.

- I have done my best to replicate my normal f2f instruction via Blend--it has required a lot of time but I feel good about how well the lessons have turned out and I am please with the engagement of my students. I have used the Blue Print lessons in a mostly supplementary fashion. I appreciate all the good activities that are found there. I am proud of my ability to navigate Blend and use it successfully. Never worked so hard but it has been gratifying. Thanks so much for posting the Blue Print lessons and for providing much support.
- I really appreciate the content coaches coming up with lesson plans for teachers to reference. As a newly self contained teacher having lesson ideas for both in person and online learners is really helpful when so much is being added onto our plates and trying to teach students face to face and virtually.

Next steps for blueprint writing teams:

- Provide PDF copies of readings for students in the blueprints (especially in Humanities)
- Include on teacher page and in directions protocols to support break out rooms in Zoom and small group student collaboration
- 92.4% of elementary students report participating in Essential Areas. Consider what needs to be done to ensure 100% of the students on all campuses are provided the same opportunities.
- Feedback on module orderings from the sync (recent at the top vs. recent at the bottom) - switching now might be too big of a change for everyone vs. those who have shared a concern. Consider making the change next school year.
- Capture examples of student collaboration in action from teachers, maybe of some of the [breakout room protocols](#), collaboration in a Google doc, Jamboard, Peer Reviews, BLEND discussions and include these samples for teachers to view and consider.
- Students in secondary wanted less of Zoom breakout rooms (could be cameras are off, lack of structure, lack of understanding of the task) - could be an idea to provide more support for teachers for trying different strategies, structures, and techniques to help build and maintain a climate of collaboration with their students (especially when majority are virtual).
- Consider the goal of collaboration and what digital tools allow for that goal to be met and within safety guidelines and to connect both in-person and remote-based students.
- Consider supporting teachers with lower maintenance ways to provide feedback to students throughout their learning experiences.